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ABSTRACT

Part of a program to increase the academic growth of preschool and primary grade children through the utilization of brain hemisphere research, this volume contains lessons for improving math, social studies, and science learning. Material is divided into two major sections. Section 1 contains 11 chapters covering the following math skills: counting, arithmetic, money, place value, fractions, geometry, clock time, calendar time, problem solving, graphing, and math aids. Activities, which are many and varied, include division with egg cartons, designing with coins, identifying shapes, creating flip books, and mastering snack time, lunch time, and school bus math. Social studies and math activities are presented in section 2. Five social studies chapters cover self-concept, the body, the calendar, and holidays and seasons. A final chapter deals with selected science topics, such as planets, animals, and sounds. (LP)

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Teaching Both Sides of the Brain

Book III

Math

Social Studies/Science

SO 015 242

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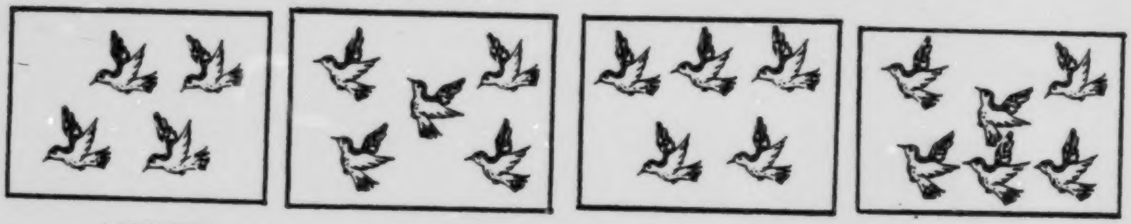
TAP-TAP — CUBE-CUBE

OBJECTIVES: Identifying equivalent sets of numbers in pictures
Conservation of number
Understanding math language:
"same number of"

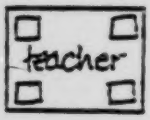
MATERIALS: toy drum (or any surface for tapping)
small wooden or plastic cubes (10 per student)
Picture Card Sets: four cards in a set. Two of the cards are equivalent (included)

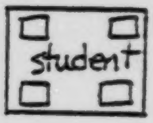


ACTIVITY:

◐ Teacher slowly taps four times on the drum.
Each time the students place a cube on their piece of colored paper.
Students count the cubes and state how many are on their paper (4).

◐ Teacher places four cubes on a piece of paper in various configurations (random, in each corner, diagonally, horizontal rows, vertical columns).
Students place their four cubes in the same configuration.





◐ Teacher taps four times on drum in varying speeds (tap, tap, tap...tap).

☐ ☐ ☐ ☐ . . . . . . 4 fast

☐ .. ☐ .. ☐ .. ☐ 4 slow

☐ .... ☐ ☐ ☐ 1 + 3 fast

☐ ☐ .... ☐ ☐ 2 fast + 2 fast

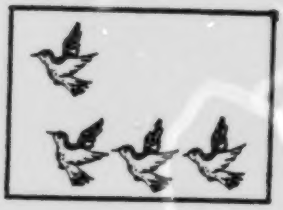
☐ ☐ ☐ .... ☐ 3 fast + 1

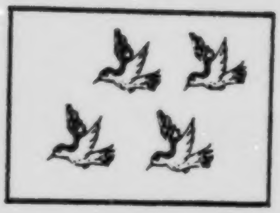
Students place four cubes in a row, spacing the cubes to represent the rhythm.

tap, tap, tap....tap = ☐ ☐ ☐ .... ☐

TAP-TAP — CUBE-CUBE (cont.)

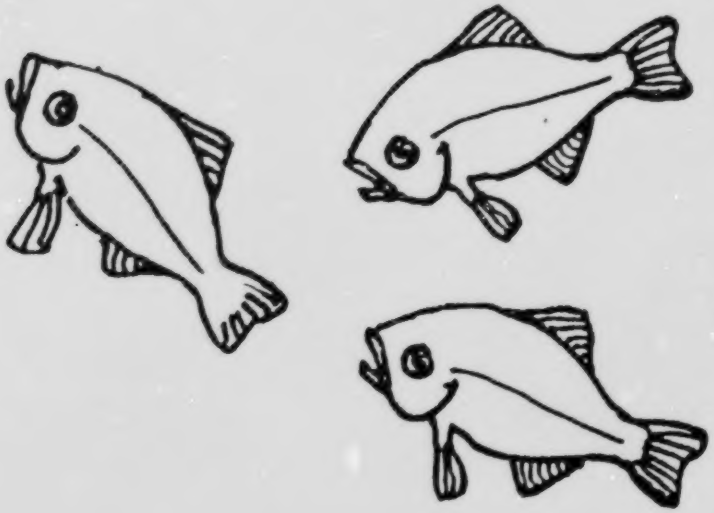
- Students are shown a picture card containing four figures.

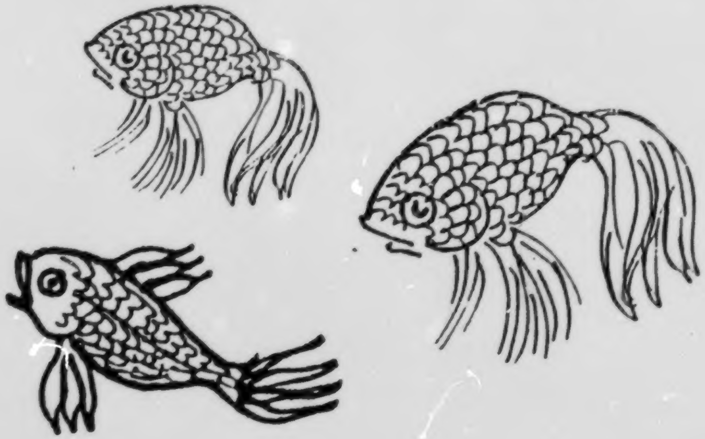


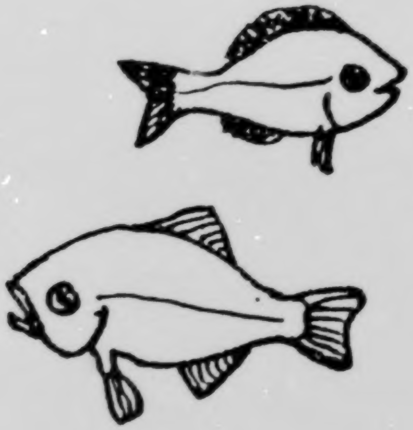


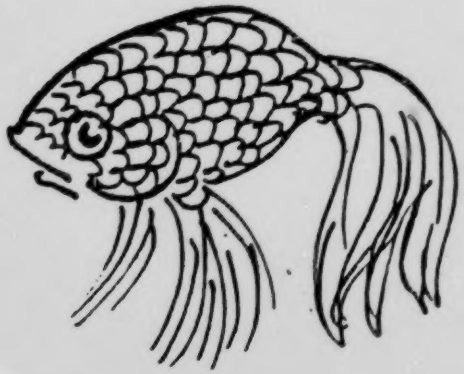
Students choose another card with an equivalent number of figures.

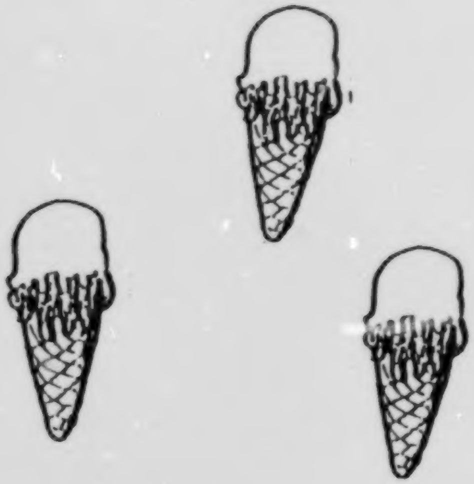
- Teacher taps four times on drum. Students find a card with the same number of items on it.
- Teacher places four cubes on a piece of paper. Students find a picture card that has four items. Students state the number.
- Teacher taps on drum or places four cubes on a piece of paper. Students select a matching numeral card. Students state the number.

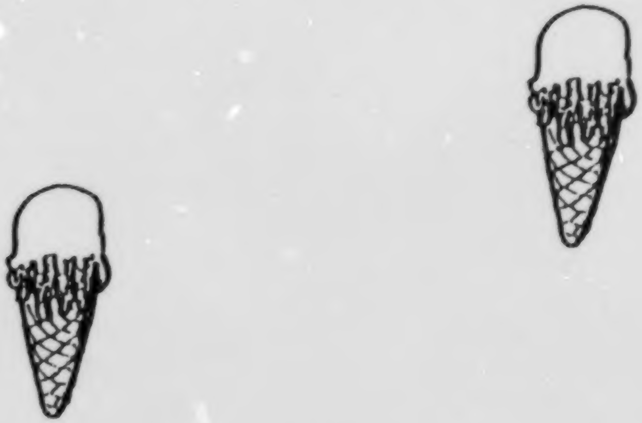


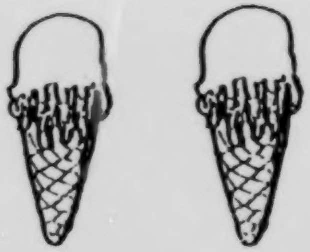


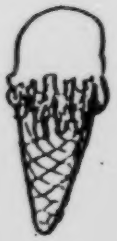












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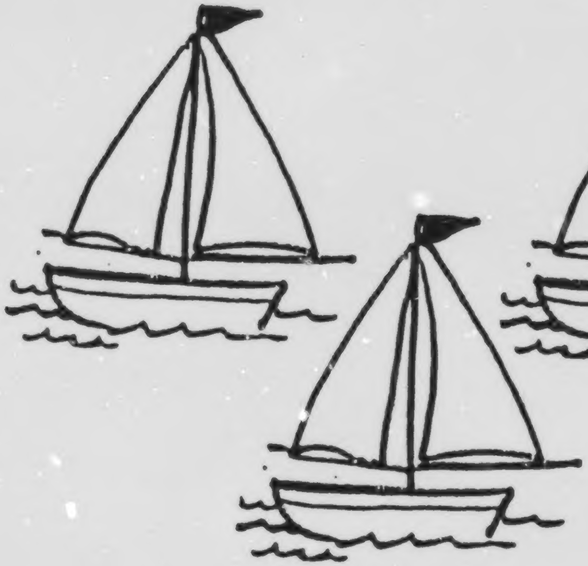

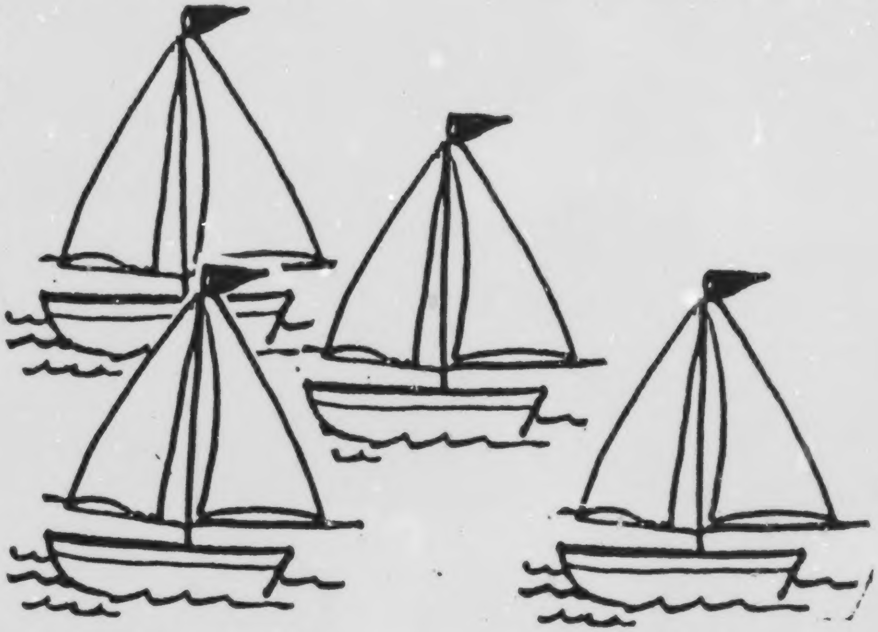

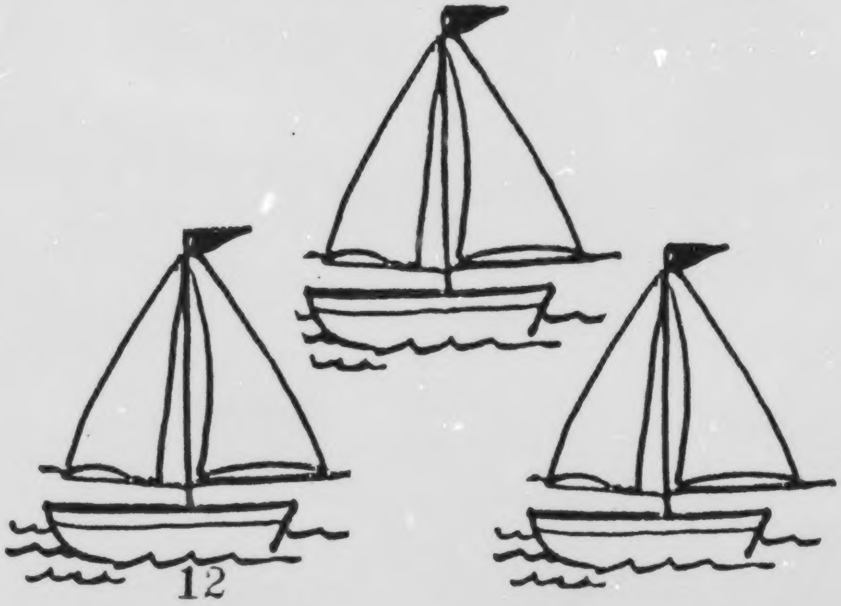

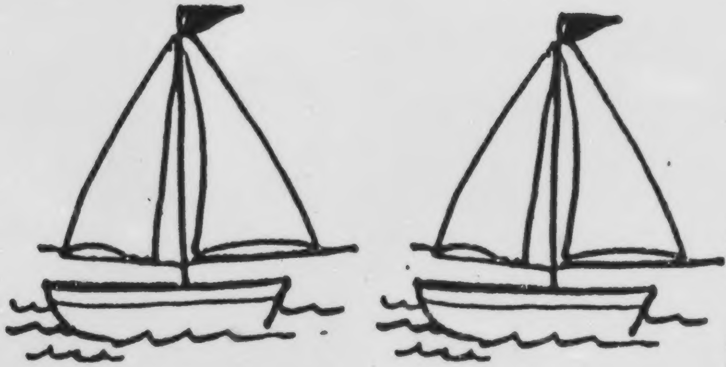

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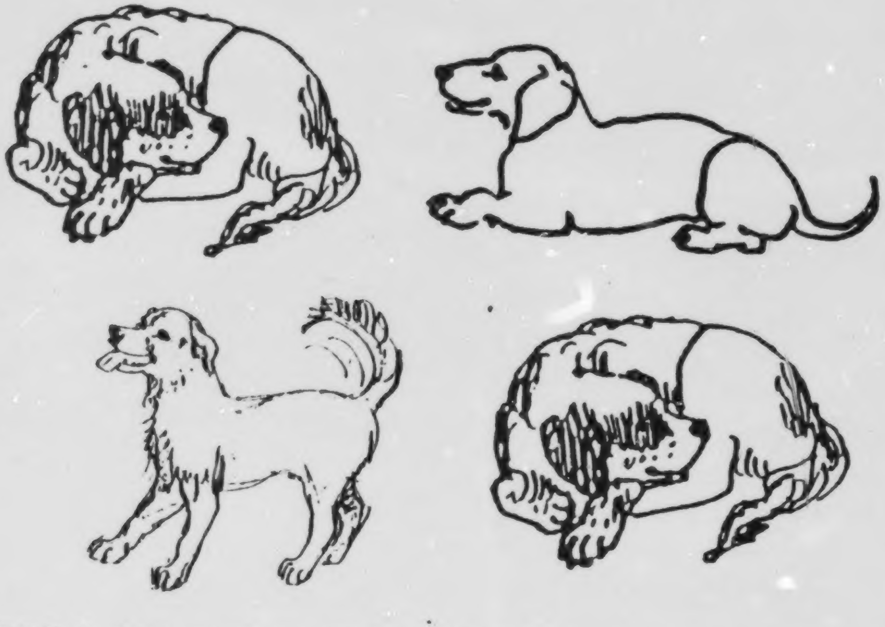
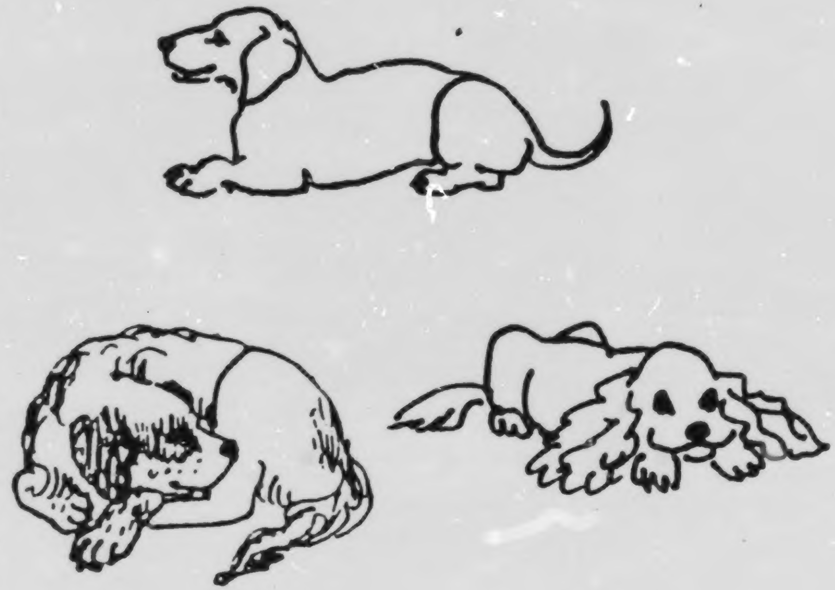
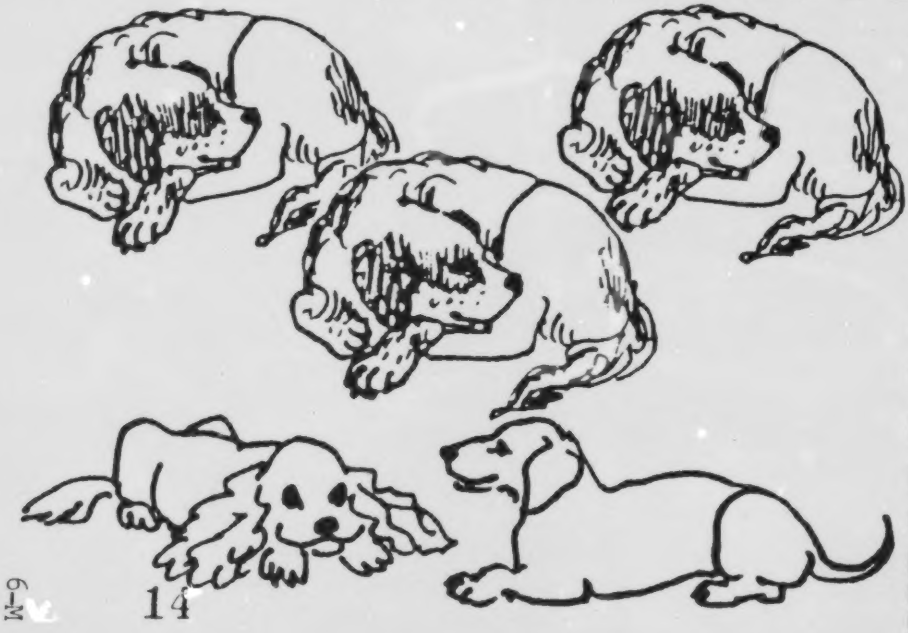
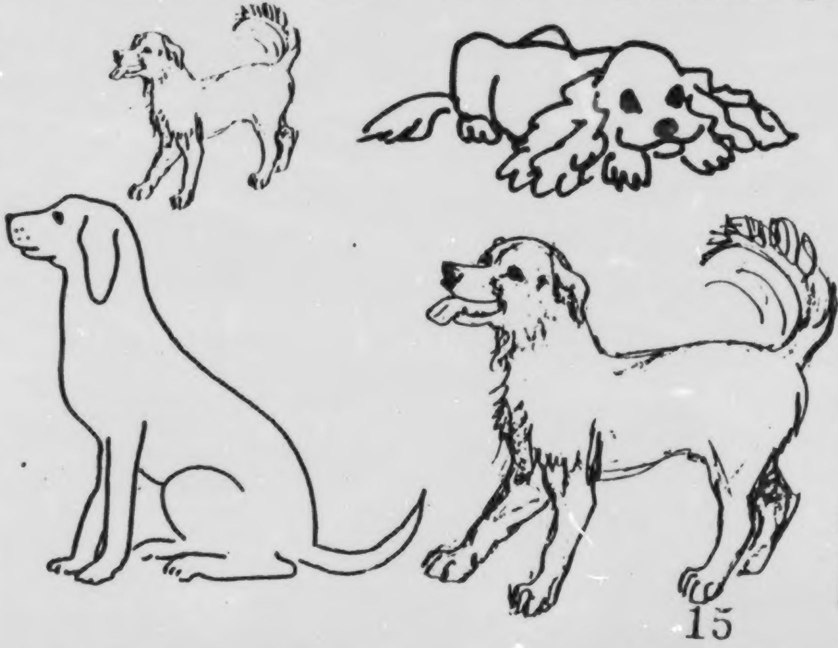
TAP-TAP — CUBE-CUBE



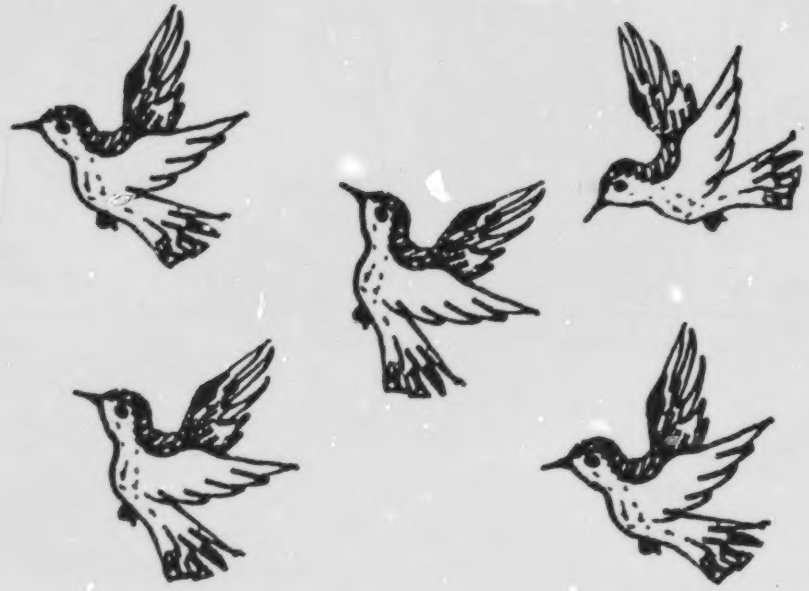


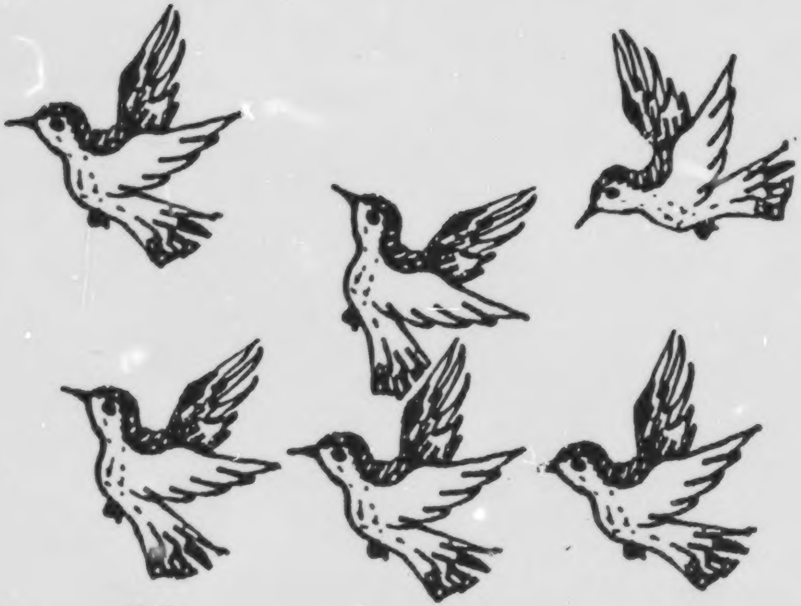




TAP-TAP — CUBE-CUBE

W-6





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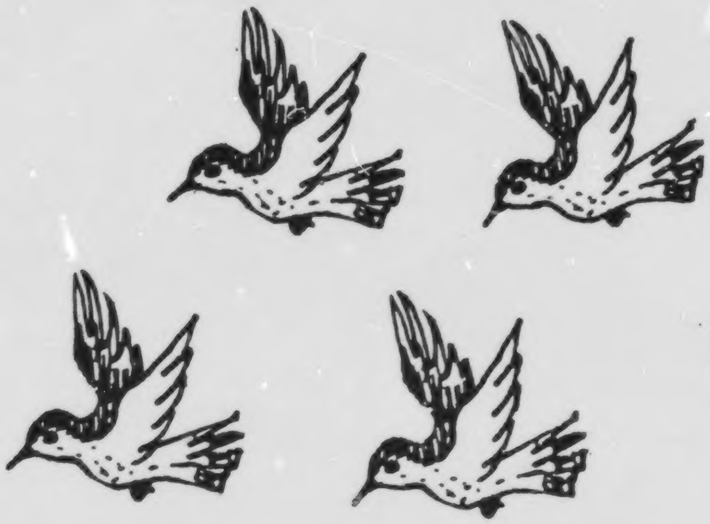
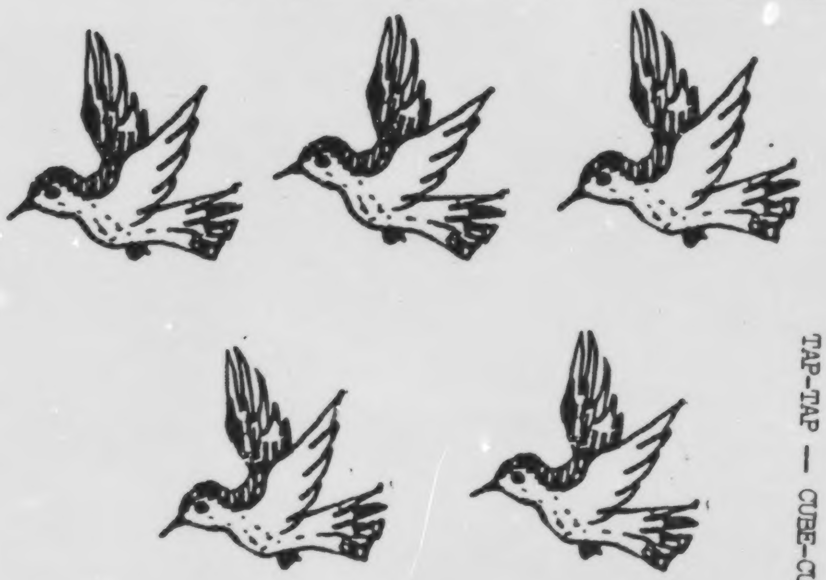
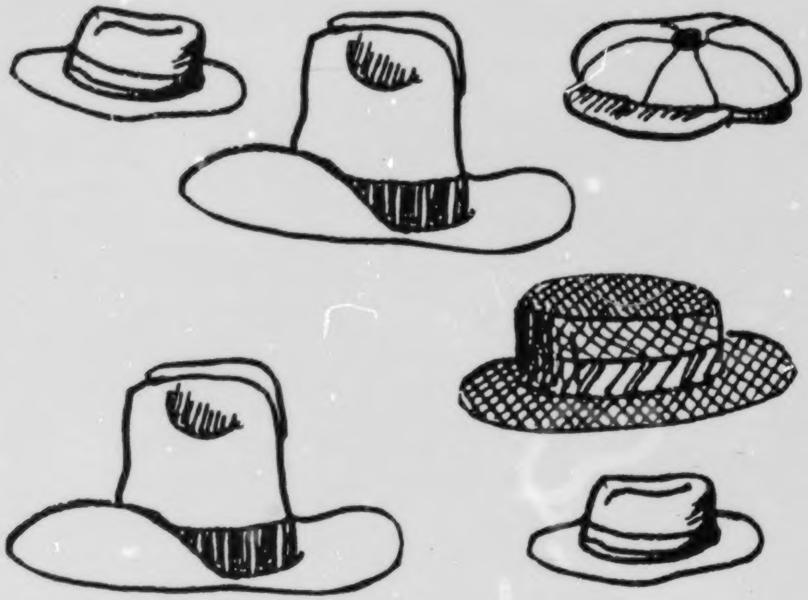
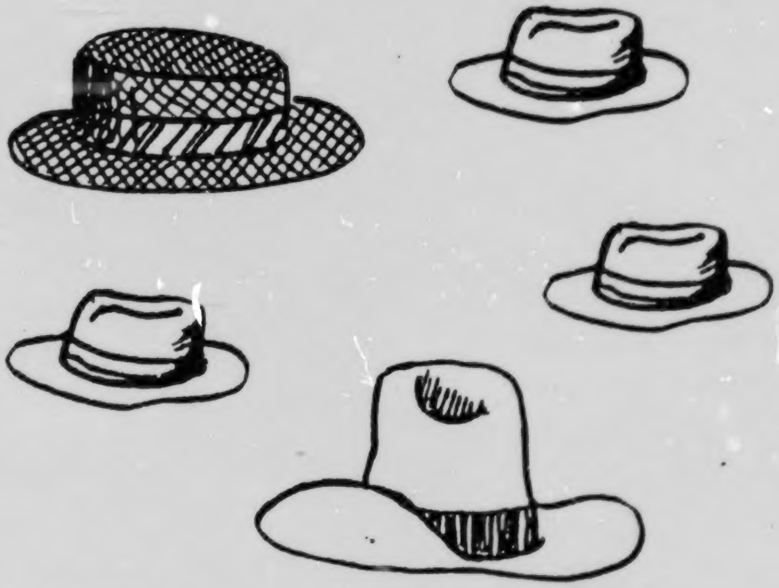
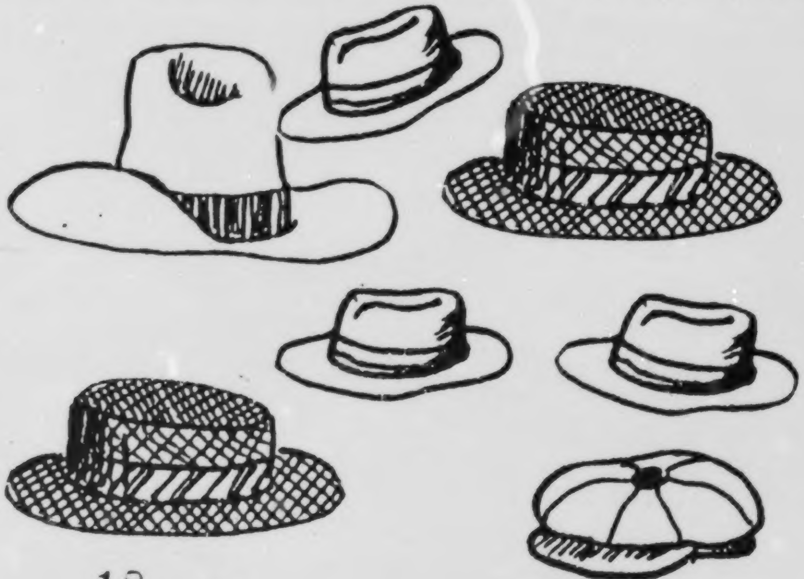


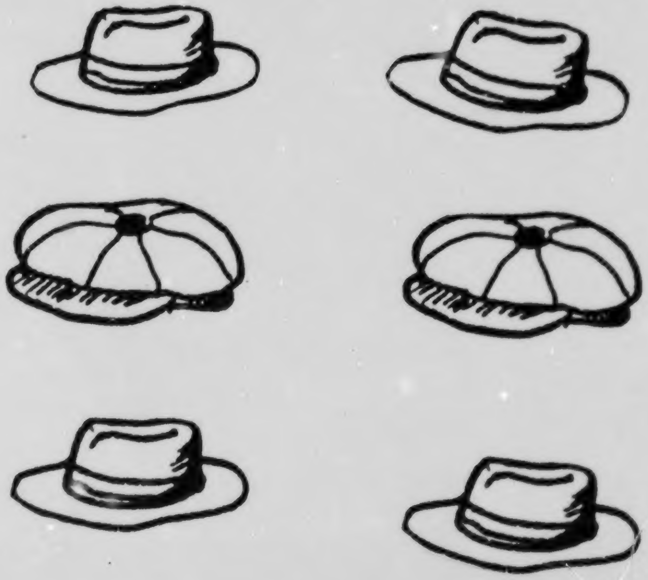


TAP-TAP — CUBE-CUBE









TAP-TAP — CUBE-CUBE

8_M

NUMBER LINE HOP

OBJECTIVES: Using a number line to represent addition and subtraction equations

MATERIALS:
number line (included)
sheet of rabbit pictures (included)
Animal Number Line sheet (included)
scissors
Scotch tape
chalk/chalkboards or pencil/paper/eraser

PREPARATION:

The number line sheet is designed to be cut along the dotted lines and taped together end-to-end.

The sheet of rabbit pictures is duplicated, cut apart, and one distributed to each student.

Students are ready to hop their rabbit along the number line. They will also need individual chalkboards or paper ready to write on.

ACTIVITY:

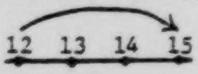
Here are some suggested activities:

- Place rabbit on smallest/largest number.
- Count and hop from 0-20.
  Count and hop by 2's from 0-20.
  Count and hop by 5's from 0-20.
- Hop the rabbit to the number after/before 12.
- Hop the rabbit to the number that is one fewer/more than 16.
- Students are shown various addition/subtraction equations and hop the rabbit.
  Examples: 0 + 5 = 5 (rabbit starts on "0" and hops 5 to the right, landing on "5")
  17 - 6 = 11 (rabbit starts on "17" and hops 6 times to the left, landing on "11")
- Students watch the teacher's rabbit slowly hop an addition or subtraction equation. Students write the equation as it is hopped.

FOLLOW-UP:

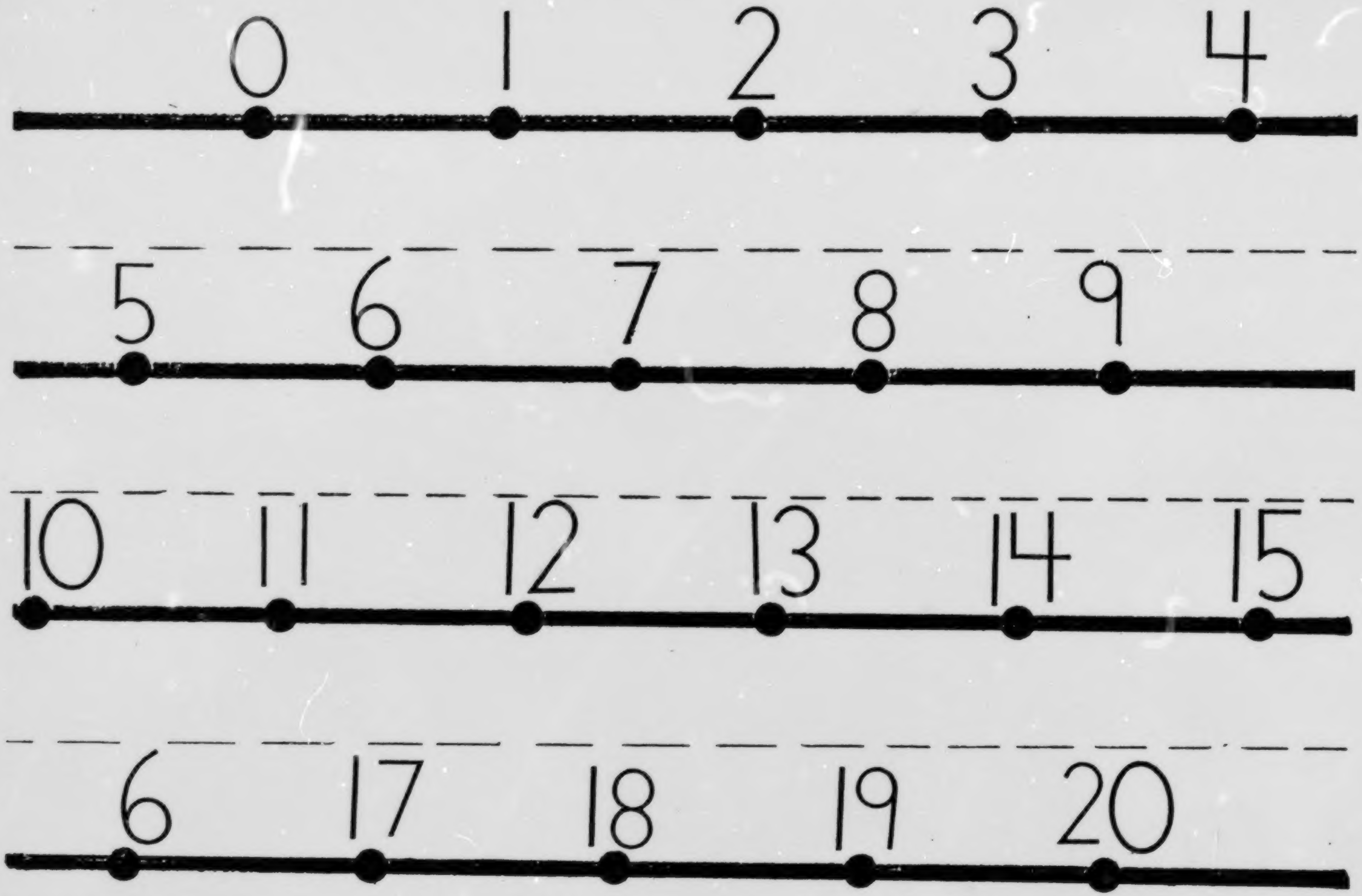
Students complete the Animal Number Line by:

- Writing a different series of numbers on each number line.
- Drawing an arrow to show how far each animal moved.

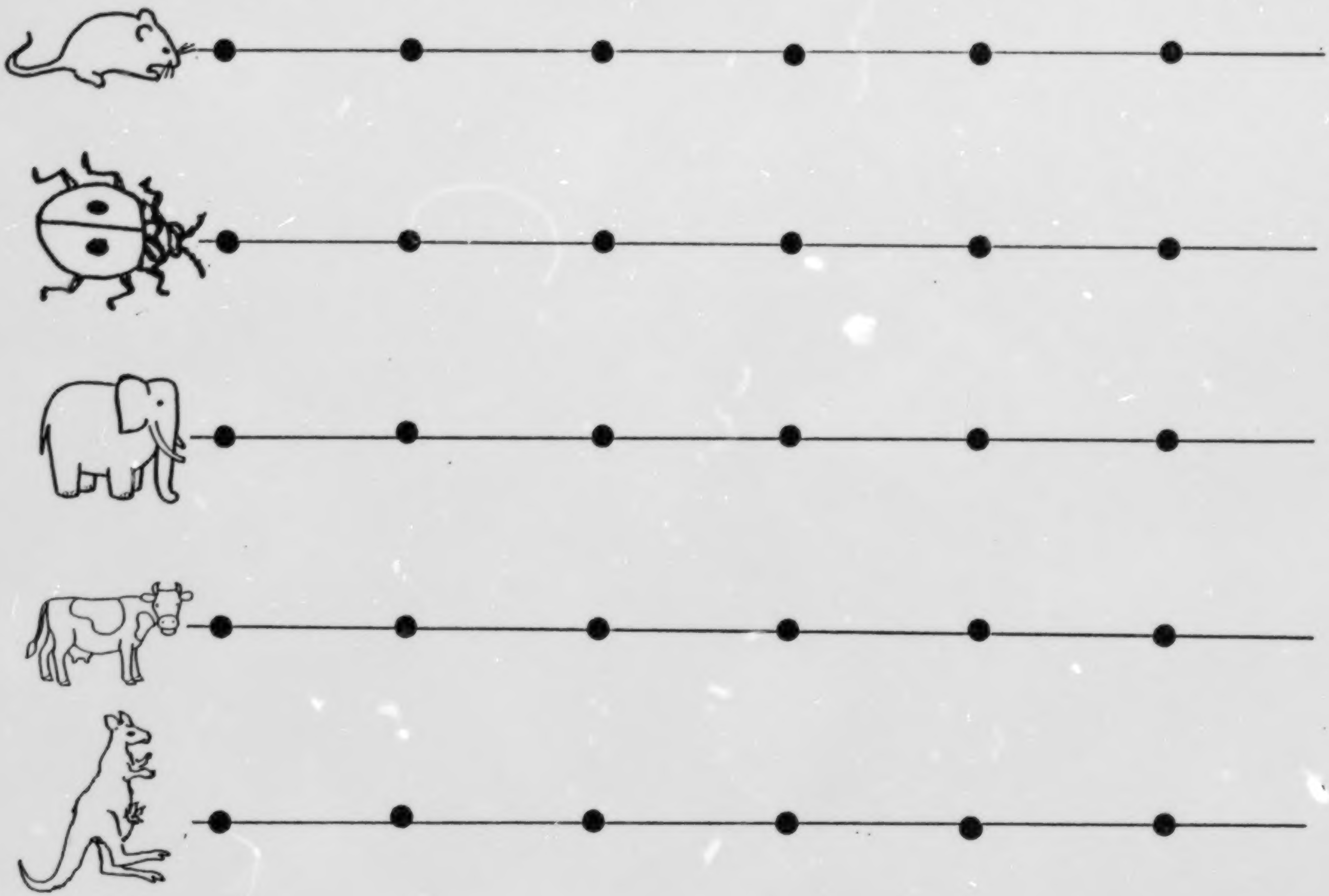


- Writing the appropriate equation below each number line.

12 + 2 = 14


0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
6
17
18
19
20

NUMBER LINE HOP



11-M

ANIMAL NUMBER LINE

NUMBER LINE HOP

NUMBER LINE BLACKOUT

OBJECTIVES: Counting on a number
Practicing mental addition

MATERIALS: Number Line Blackout Sheet (included)
pencils
a spinner (included in Math Aids section) or a pair of dice

PREPARATION:

Each player will need a Blackout Sheet and a pencil. Every four players will need either a spinner or a pair of dice.

Spinners may be assembled by taping a dial sheet under a margarine tub, poking a brad through the center, and slipping a paper clip around the brad.

ACTIVITY:

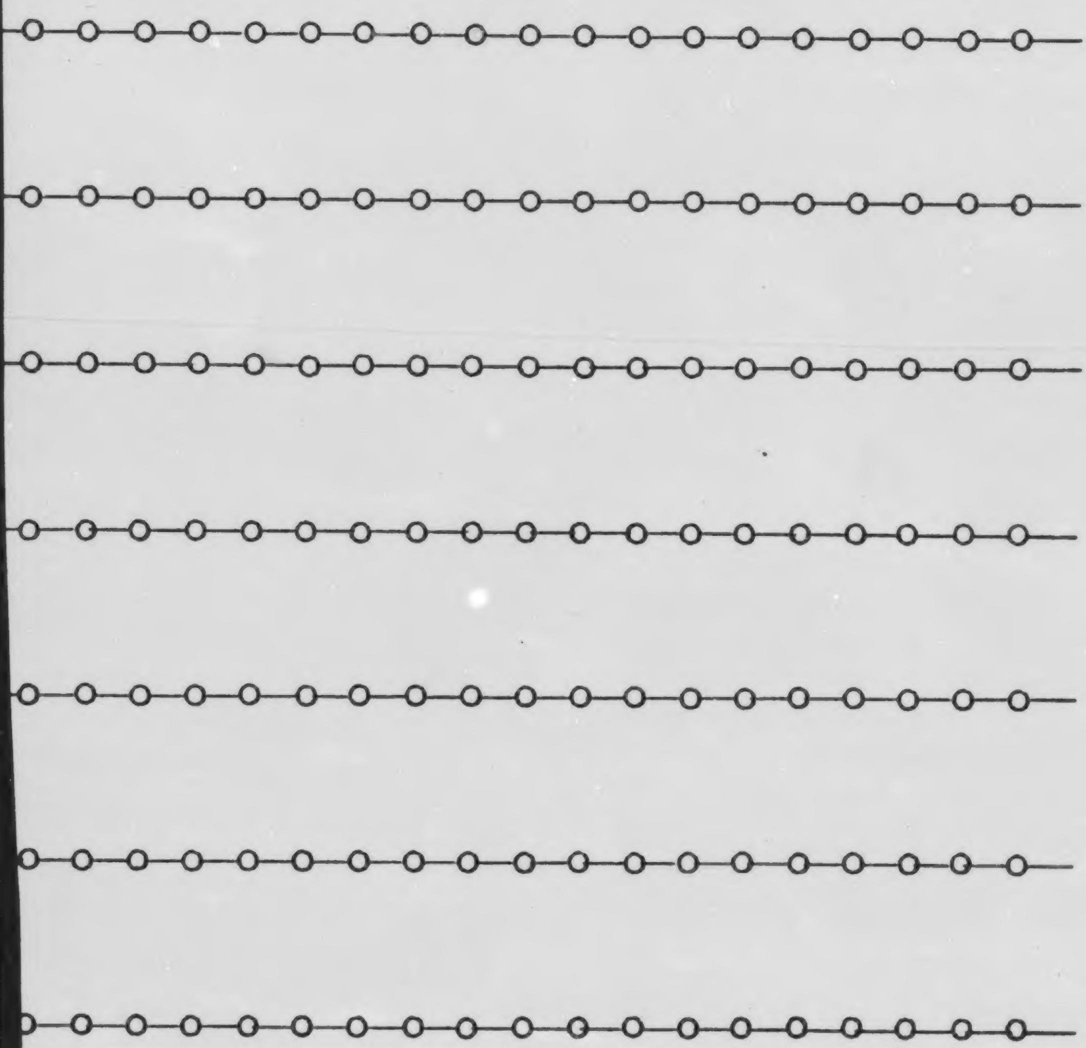
- During each player's turn, they either spin the spinner twice or throw the dice. They add the total spun or thrown.
- Players black out their sum on only one number line.
  Example:
  If 2 + 3 was spun or thrown, players would black out five circles:

  -●-●-●-●-●-○-○-○-

- On the players' succeeding turns, they black out additional circles. A player must spin or throw the exact amount to complete a number line. (They may need to spin only once or throw only one die to do this.) If a player does not spin or throw the exact number needed, s/he loses his/her turn.
- Winner = Player to black out one number line first.
  -or-
  Player to black out all the numberlines.
- Students should carefully monitor each other's adding and blacking out.

VARIATION:

Multiply the two numbers thrown or spun (2 x 3 = 6).



NUMBERLINE BLACKOUT

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NAME CUBES

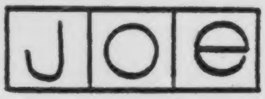
OBJECTIVES: understanding math language: more, fewer, as many as, most fewest

MATERIALS:
strip of 1" graph paper

one inch cubes
pencils
scissors

ACTIVITY:

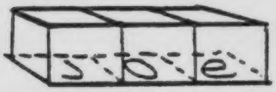
◐ Students write their names on the graph paper strips. They put one letter in each square.



Extra squares are cut off.

◐ Students count the number of letters in their names.

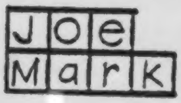
● Students cover each letter of their name with a wooden block. "How many blocks?"



Point to a block. What letter is this in your name? Uncover the block to check student's answer.

● Block lengths are compared side-by-side.
"Whose name is the longest?
Shortest?
As long as_______________?"

● Blocks are removed and lengths of graph paper strips are compared side-by-side.



"Whose name has the most letters?
Whose name has the fewest letters?
Whose name has the same number of letters as___________?"

MATH MAT MOTION

OBJECTIVES: Count concrete objects
One-to-one correspondence
Conservation of number

MATERIALS: flat plastic, wooden, or paper chips
mat or rug

ACTIVITY:

◑ A designated number of chips are placed at one end of a rug or mat.

Example:

◑ The student is given the same number of chips as those on the mat. Student counts the chips.

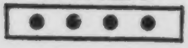
● The student holds the chips and moves (by crawling, hopping, jumping, etc.) to the opposite end of the mat. Student places the chips on top of the other chips and counts each one.

◑ Student walks back to the other side of the mat.

MATCHING SETS

OBJECTIVES: understand the concepts of:
- more than
- fewer than
- as many as
- one for each

MATERIALS:
- cups and saucers
- students and chairs
- lids and jars
- dolls and bottles
- student's feet and shoes
- student's heads and hats
- chips and cups
- pencils and erasers
- pencils and holes
  - (students stick pencil in each hole)
- boys and girls
- students and coats (or sweaters)



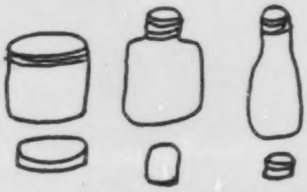
ACTIVITY:

● Students are asked to tell what they see.

● Students match objects from each set. (i.e., PUT ONE LID ON EACH JAR.)

◐ Ask students questions about the matching. Students respond in compete sentences.

IS THERE A (LID) FOR EACH (JAR)?
IS THERE A (JAR) FOR EACH (LID)?
ARE THE (LIDS) AND (JARS) MATCHED?
HOW MANY (LIDS) ARE THERE?
HOW MANY (JARS) ARE THERE?



● One or several items may be removed from the sets. Students are asked. ARE THERE MORE (LIDS) THAN (JARS)? ARE THERE FEWER (LIDS) THAN (JARS)?

◑ Students separate the items in each set. Teacher moves the (lids) slightly and again asks: IS THERE ONE (LID) FOR EACH (JAR)?

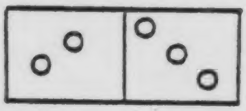
DOMINOES

OBJECTIVES: Count concrete objects
One-to-one correspondence

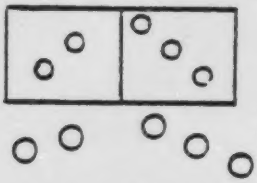
MATERIALS: set of dominoes
plastic or wooden chips
numeral cards

ACTIVITY:

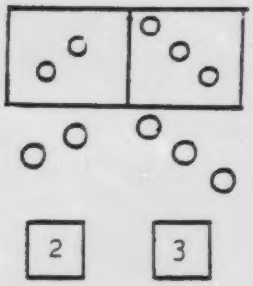
◐ Student chooses a domino.



◐ Student repeats the domino pattern using chips.



● Student places numeral cards beside each pattern.



ORAL NUMBER SEQUENCING

OBJECTIVE: Recognize patterns in number sequencing

MATERIALS: Large Numeral Cards: 1-10 (included)

ACTIVITY:

Each student is given a set of Large Numeral Cards.

- Read questions. (listed below)
- Students hold up appropriate numeral card.
  Example: "If I say 1, 2, 3, what comes next?"
  Student holds up $\boxed{4}$

1. If I say 1, 2, 3, what comes next?
2. If I say 2, 3, 4, what comes next?
3. If I say 4, 5, 6, what comes next?
4. If I say 7, 8, 9, what comes next?
5. If I say 6, 7, 8, what comes next?
6. If I say 3, 4, 5, what comes next?
7. If I say 5, 6, 7, what comes next?
8. If I say 9, 8, 7, what comes next?
9. If I say 5, 4, 3, what comes next?
10. If I say 8, 7, 6, what comes next?
11. If I say 7, 6, 5, what comes next?
12. If I say 4, 3, 2, what comes next?
13. If I say 2, 4, 6, what comes next?
14. If I say 4, 6, 8, what comes next?
15. If I say 1, 3, 5, what comes next?
16. If I say 3, 5, 7, what comes next?
17. What number comes after 6?
18. What number comes after 2?
19. What number comes before 9?
20. What number comes before 6?
21. What number comes between 3 and 5?
22. What number comes between 8 and 10?

LARGE NUMERAL CARDS

one

1

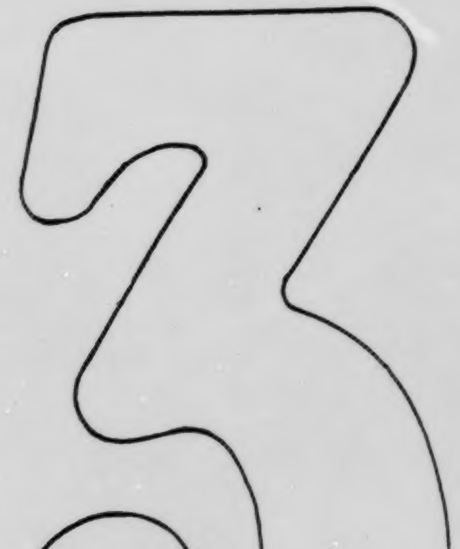
LARGE NUMERAL CARDS

two

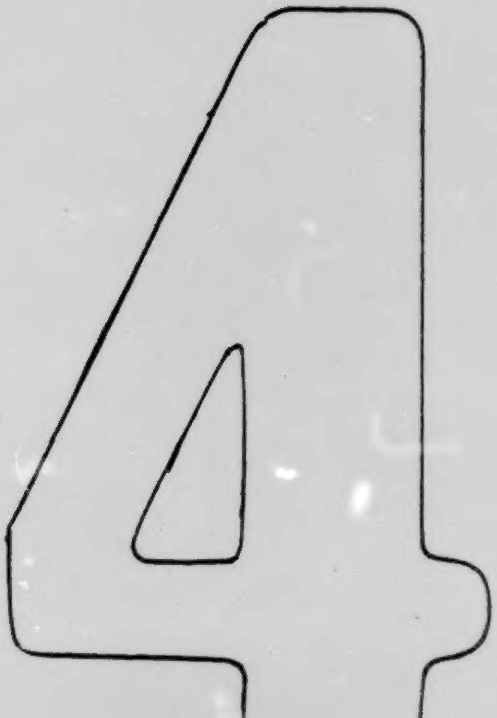
2

21-M

three



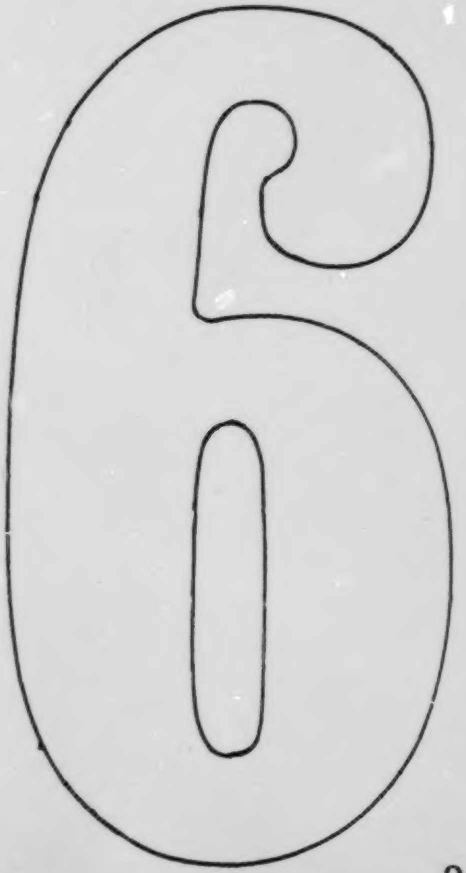
four



five

5

six



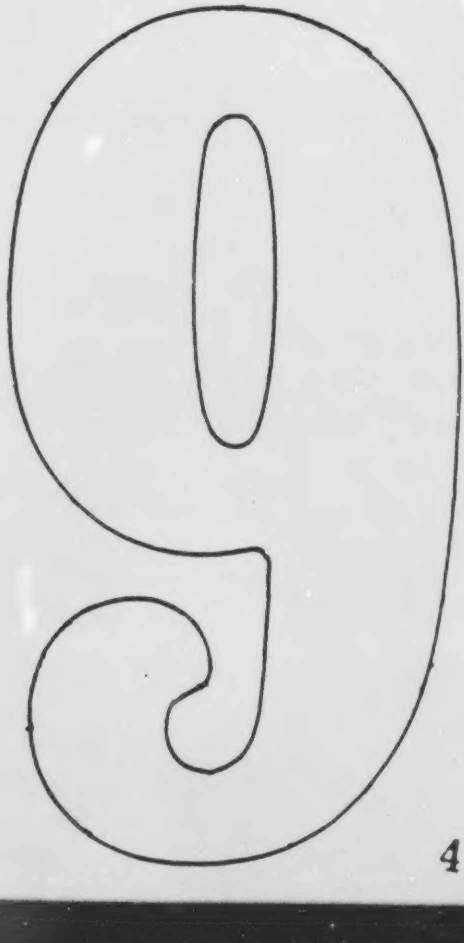
seven

7

eight

8

nine



ten

10

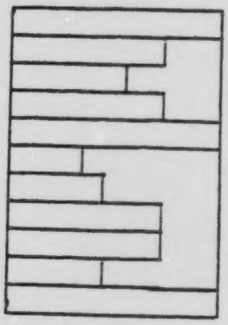
STRIPS

OBJECTIVES: Use comparison words: most, fewest
Recognizing spatial patterns
Counting

MATERIALS: unruled 8 1/2" x 11" paper
an assortment of colors of construction paper strips
(1" wide, 1" - 8" long)
glue

ACTIVITY:

◑ Students arrange eleven construction paper strips horizontally down the 8 1/2" x 11" piece of paper making sure they all are flush with the left side of the paper.



○ When students are satisfied with their arrangements, they may glue them to the paper.

● Students answer the worksheet questions about their arrangements.

◐ Students discuss their answers to the questions with the teacher.

STRIPS
Worksheet

1. How many strips did you paste on the paper? ____________

2. Which color did you use the most? ____________

3. Which color did you use the least? ____________

4. What kind of pattern do you notice about your strips?

____

____

____

5. Fill in the chart below:

Colors of strips	How many strips?
red	
yellow	
blue	
green	
orange	
black	
brown	
purple	
Total strips	

STRING DOT NUMERALS

OBJECTIVES: Recognizing numerals
Forming numerals

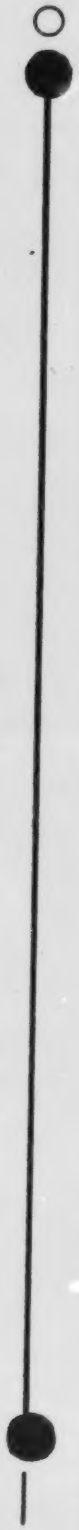
MATERIALS: String Dot Numeral sheets (included)
brass paper fasteners (round head 1/2" shank)
string
laminating film
scotch tape

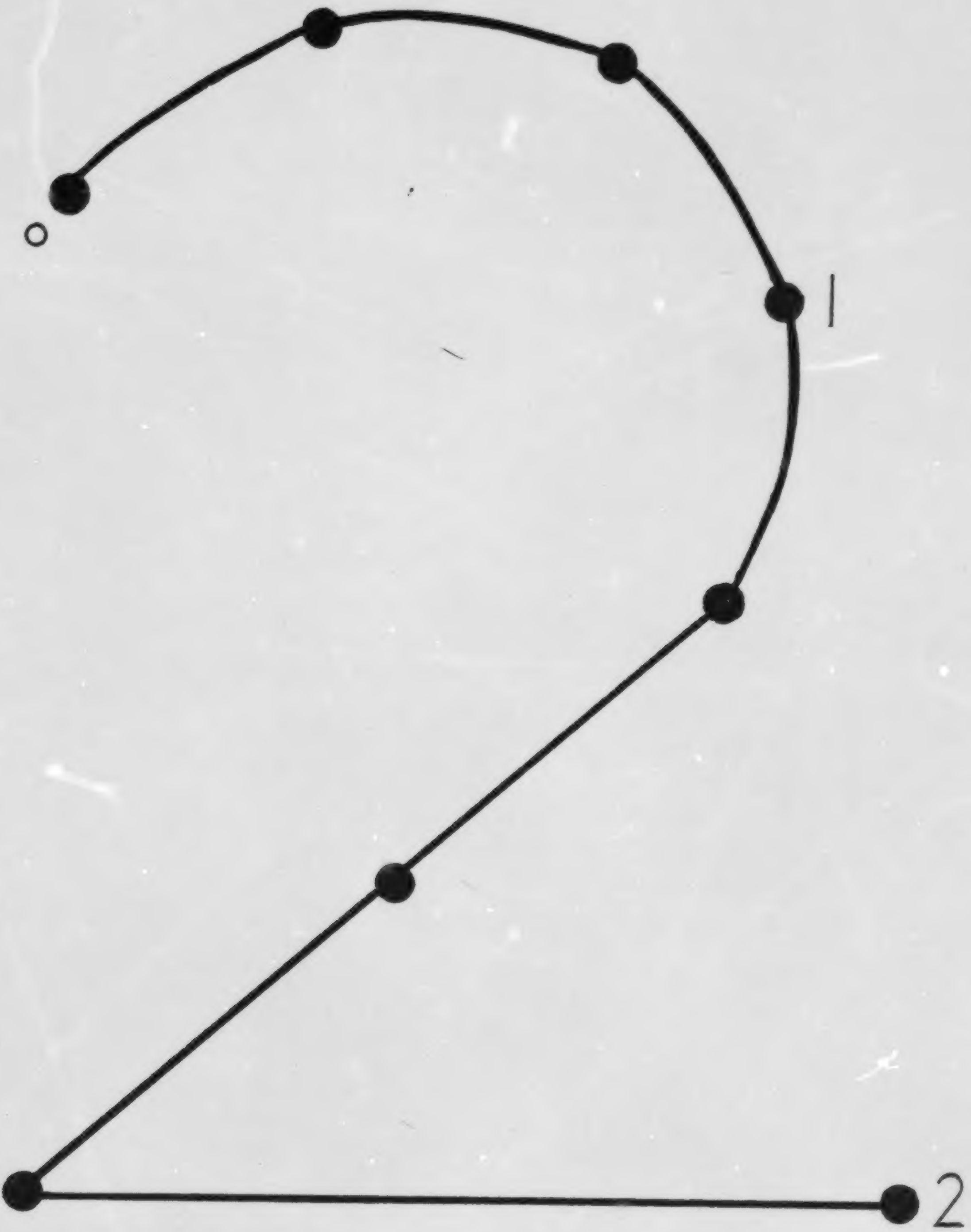
PREPARATION:

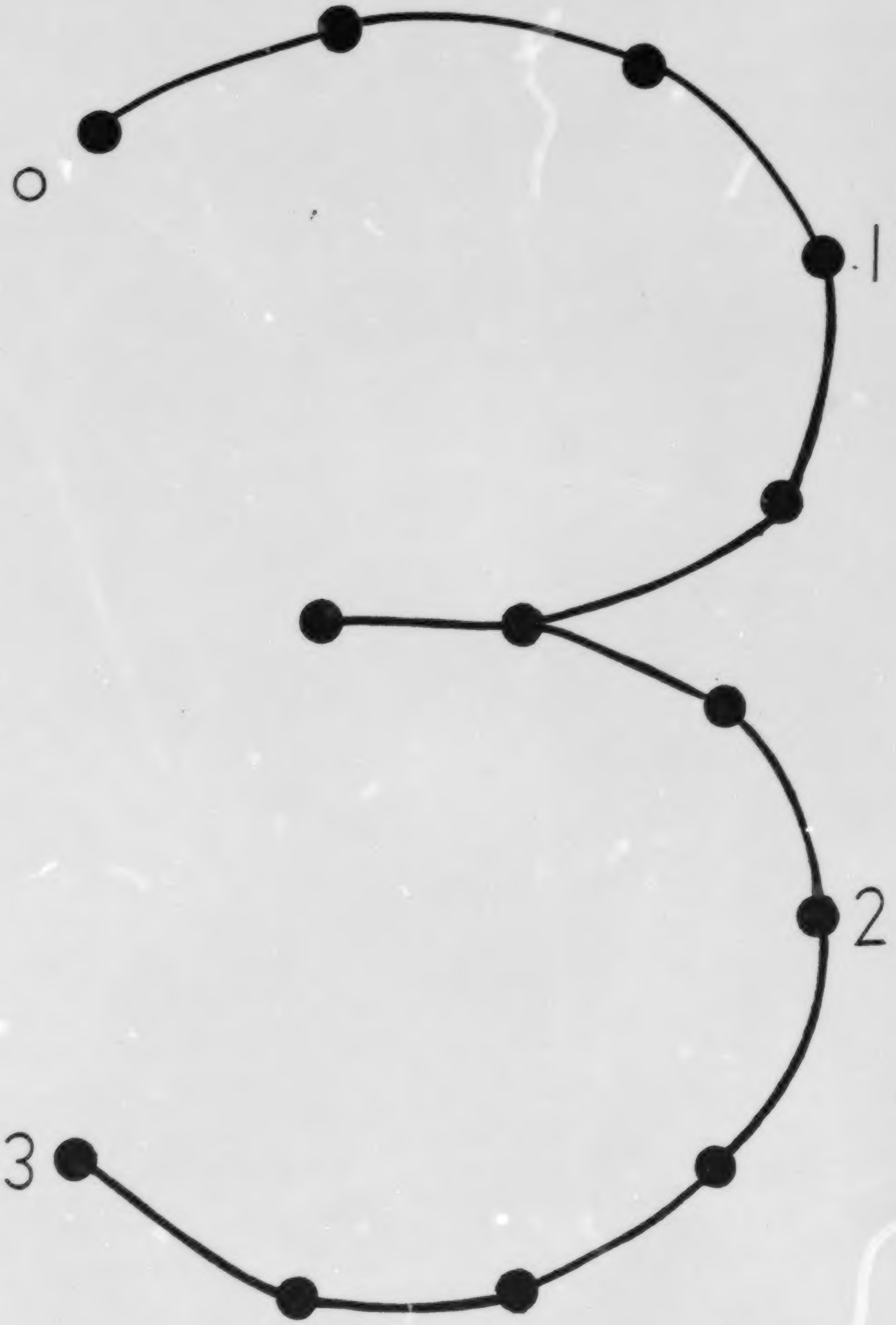
Laminate the String Dot Numeral sheets. Affix a brass brad through each dot on the sheets. Cover the brad ends with tape on the back of each sheet.
Tie one end of a piece of string (long enough to form the entire numeral) around the "zero" dot.

ACTIVITY:

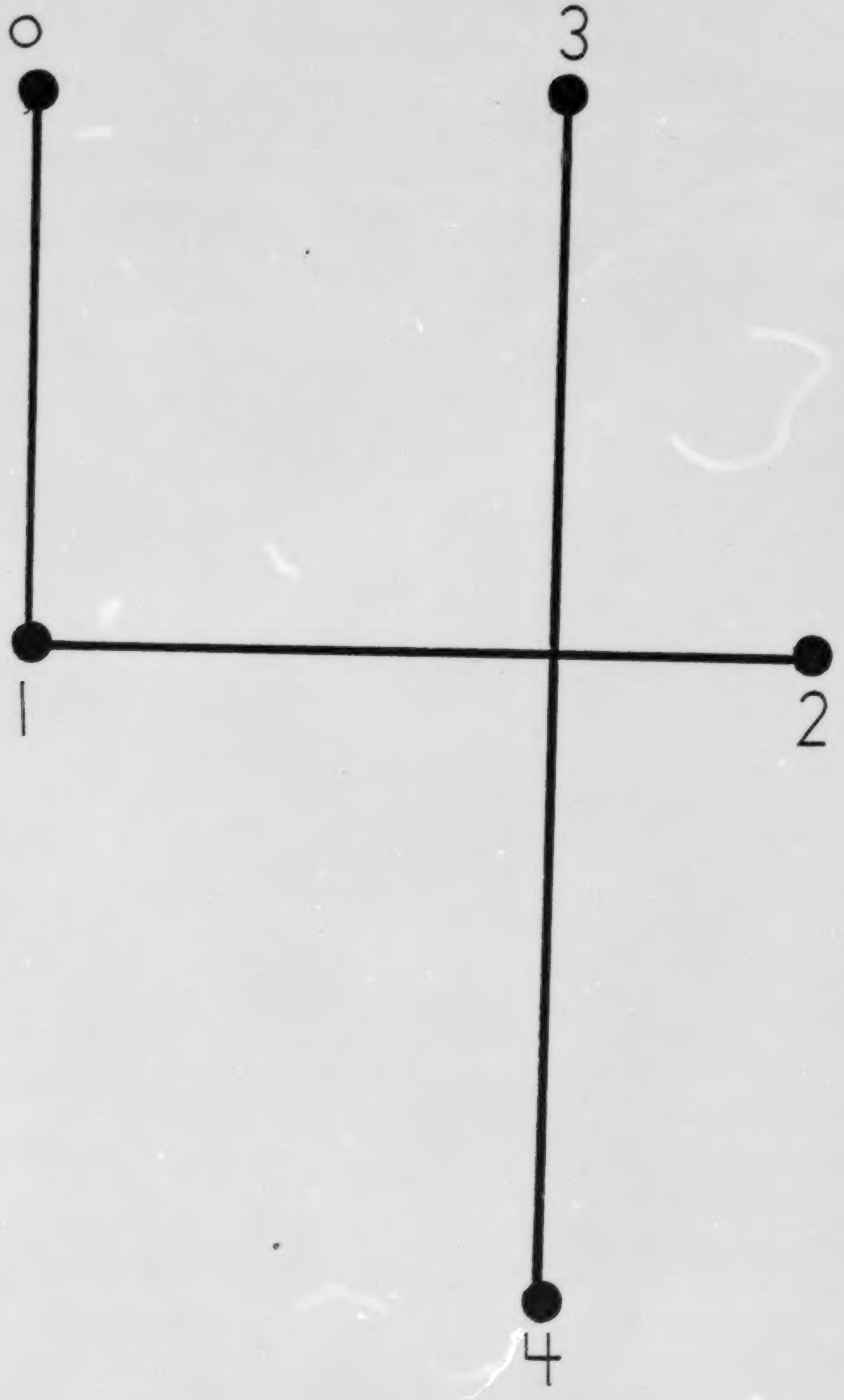
◑Students form each numeral by laying the string along the brads and tying the end around the last brad.



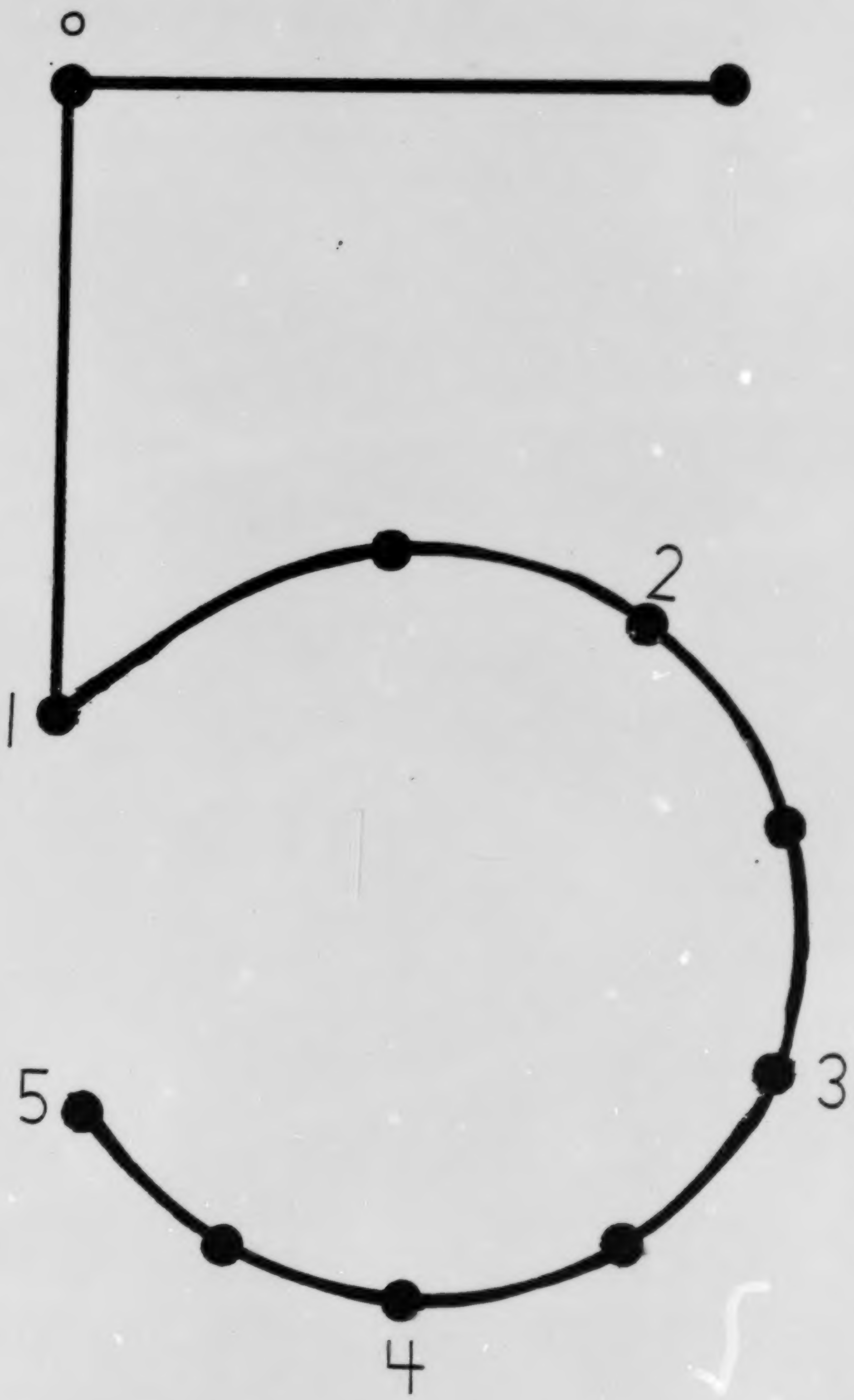




String Dot Numerals



36-M



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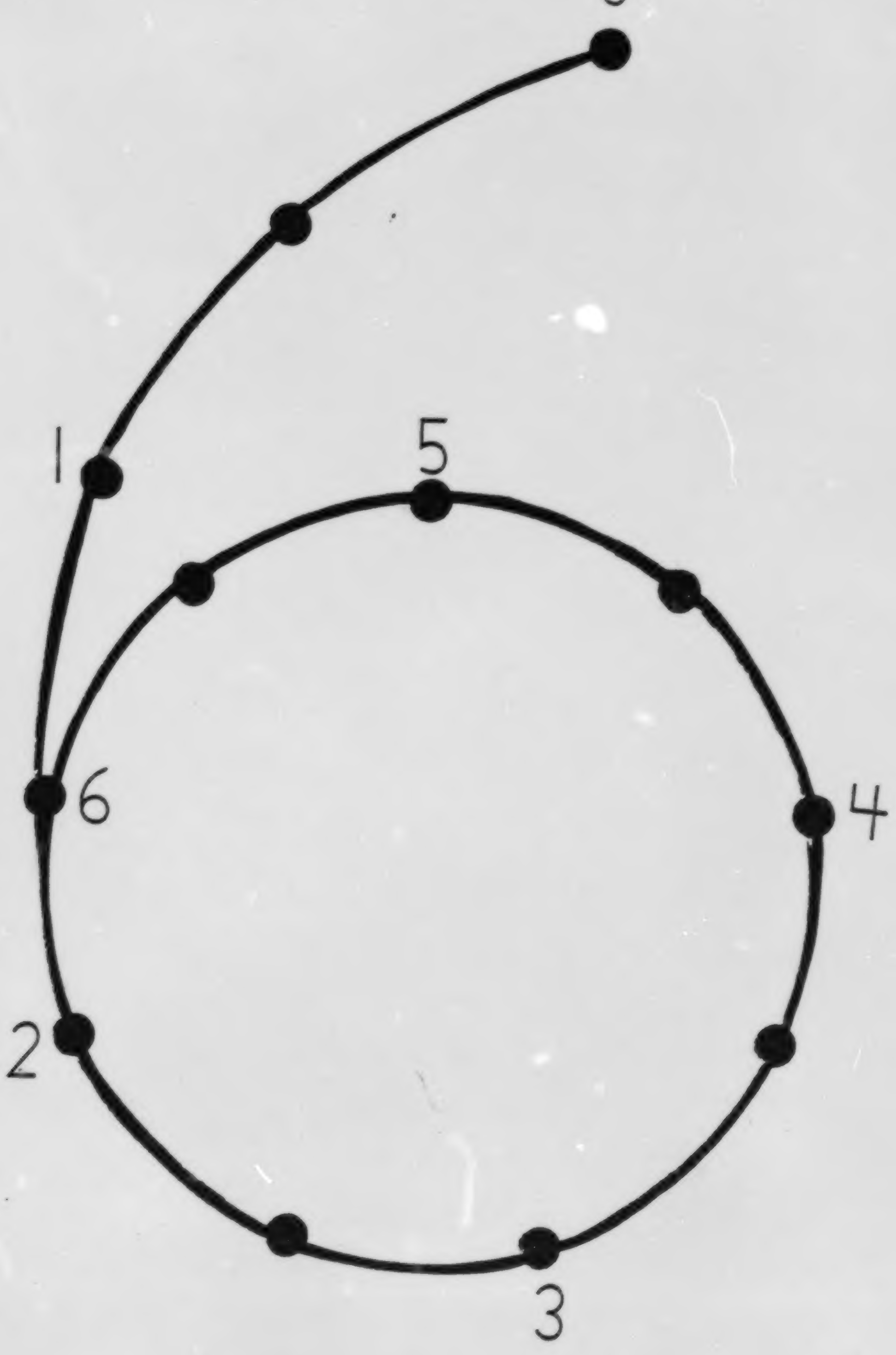
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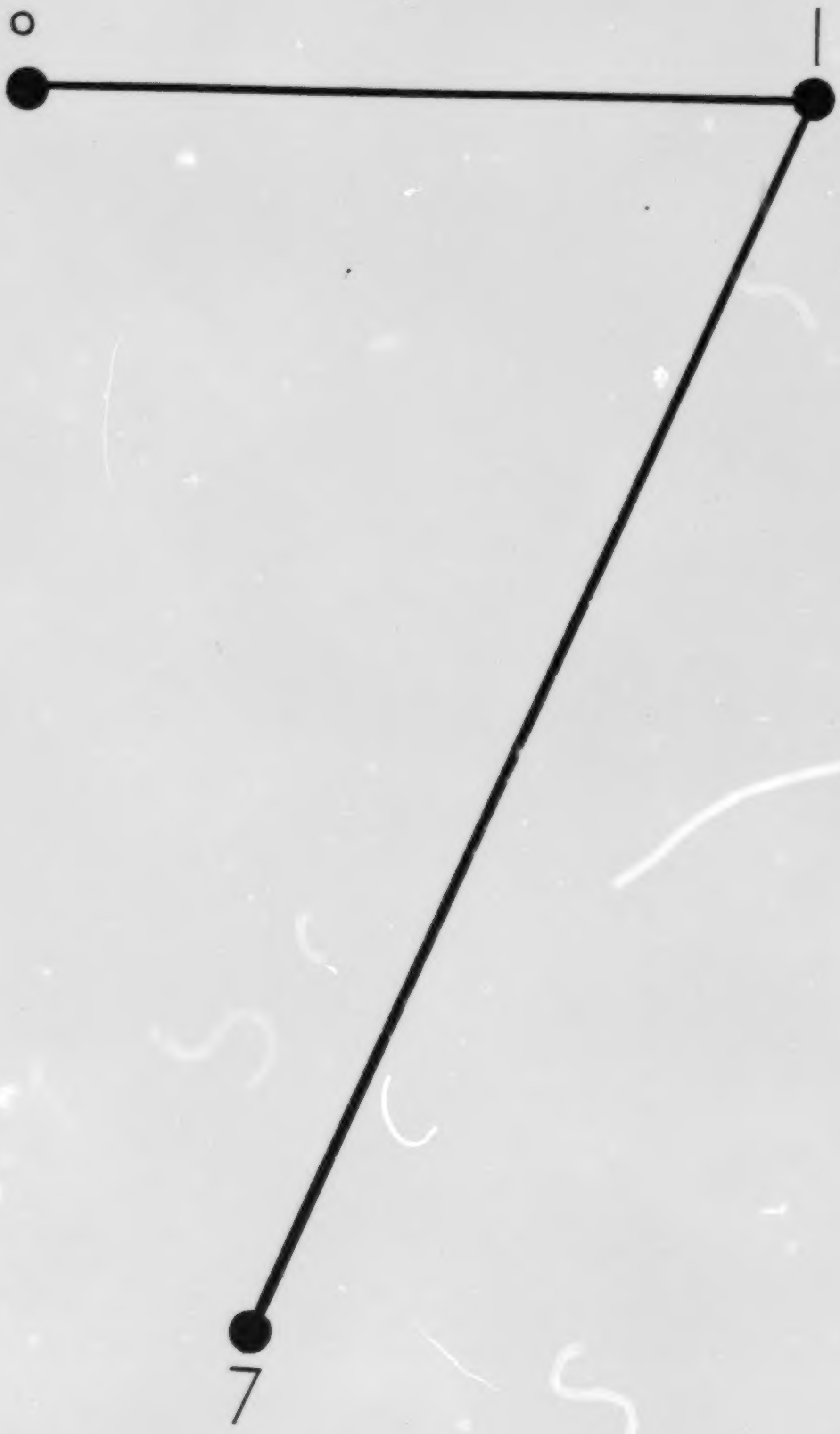

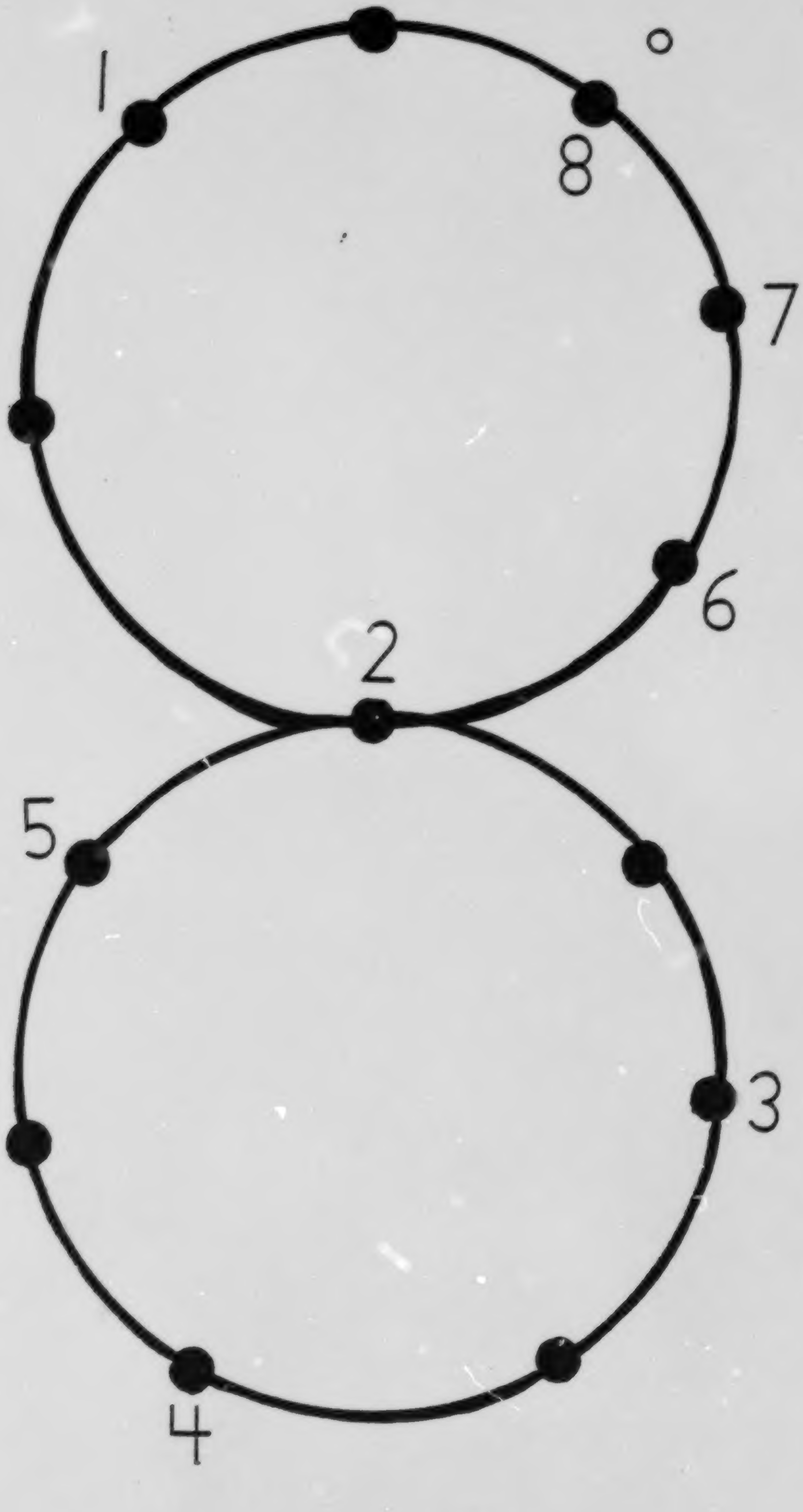

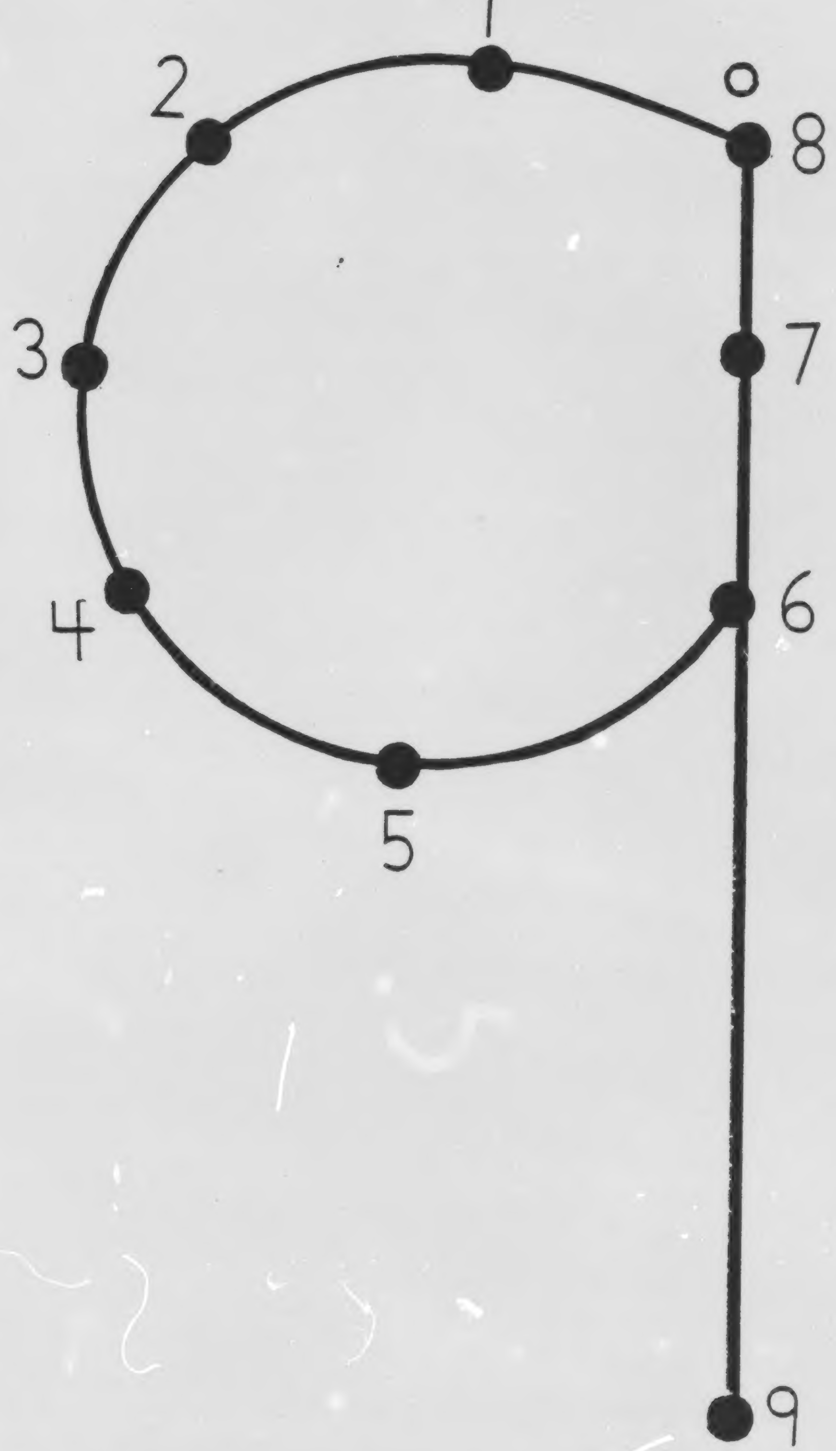
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YARN NUMERALS

OBJECTIVES: forming numerals
recognizing numerals
identifying numbers

MATERIALS: Yarn Numerals Sheets (included)
yarn or string
scissors
glue
string/paper punch

PREPARATION: Reproduce the numeral sheets.
Cut each sheet into fourths.
One numeral at a time is distributed to students.

ACTIVITY:

● Students focus on the numeral for a few seconds:

> "What do you see?"
> "What does it look like to you?" (i.e., the number one might look like a ruler; the number two might look like a snake.)

● Students correctly trace the numeral with their finger, saying the number each time.

● Students glue the yarn to the paper, forming the numeral correctly.

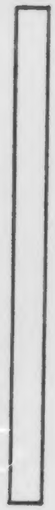
● Students trace over the yarn with their finger saying the number each time.

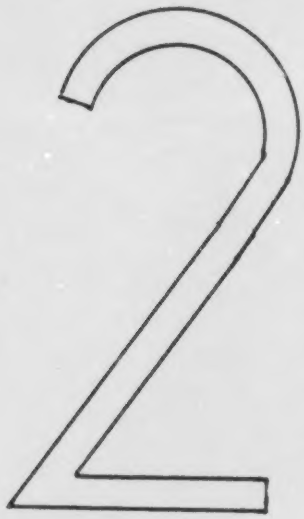
◐ When all numerals are completed, students may sequence them. Pages may be punched and tied into a booklet.

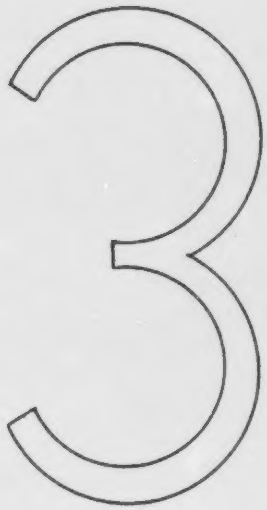
VARIATIONS:

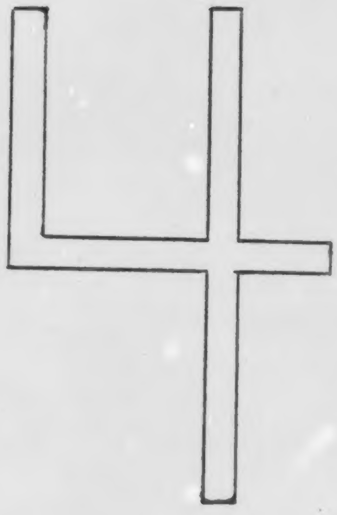
- More than one color of yarn may be used per numeral (one for each stroke).

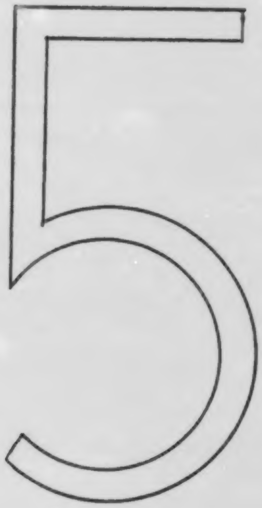
All odd numbers may be one color and all even numbers another.

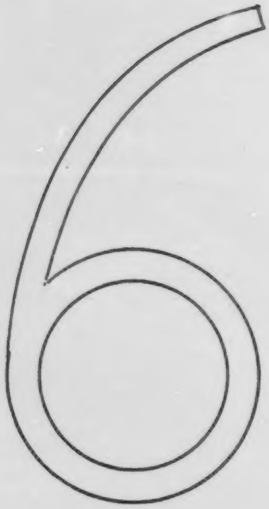


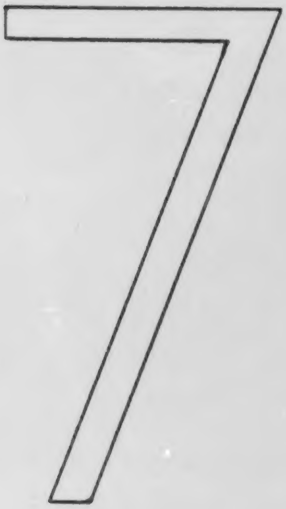


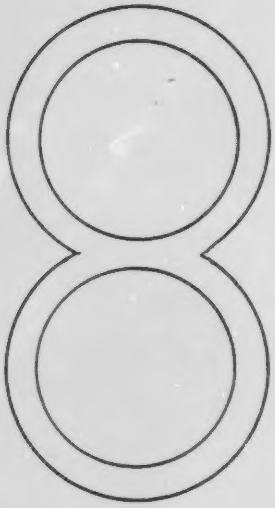


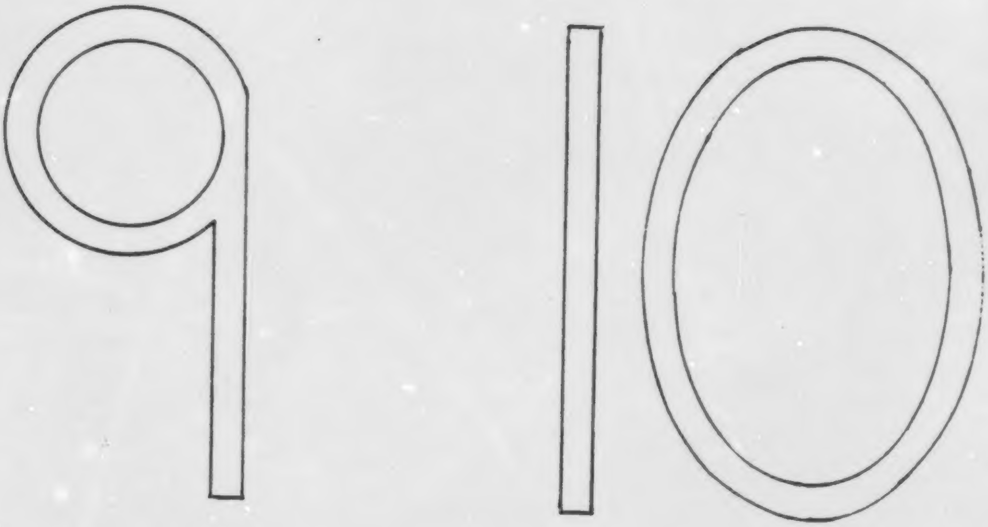











9
10

SHAKER BOXES

OBJECTIVES: Understand the family of facts concept

MATERIALS:
9 plastic margarine tubs
pieces of cardboard
scotch tape
beans
felt pen
pencils
Jumping Beans Worksheets (2 included)
scissors

PREPARATION:

Divide each margarine tub in half with a piece of cardboard. Tape the cardboard inside the tub. Make sure the cardboard is short enough so beans may spill from one section to the other. Place beans in each tub:

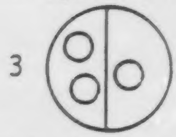
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Put the lids on the tubs. On each lid, mark how many beans are in the tub.

ACTIVITY:

○ Students shake a tub, open the lid, and see how many beans are in each section.

Students draw the beans in the appropriate row on the worksheet. (The worksheet diagrams represent a "bird's eye view" of the margarine tubs.)

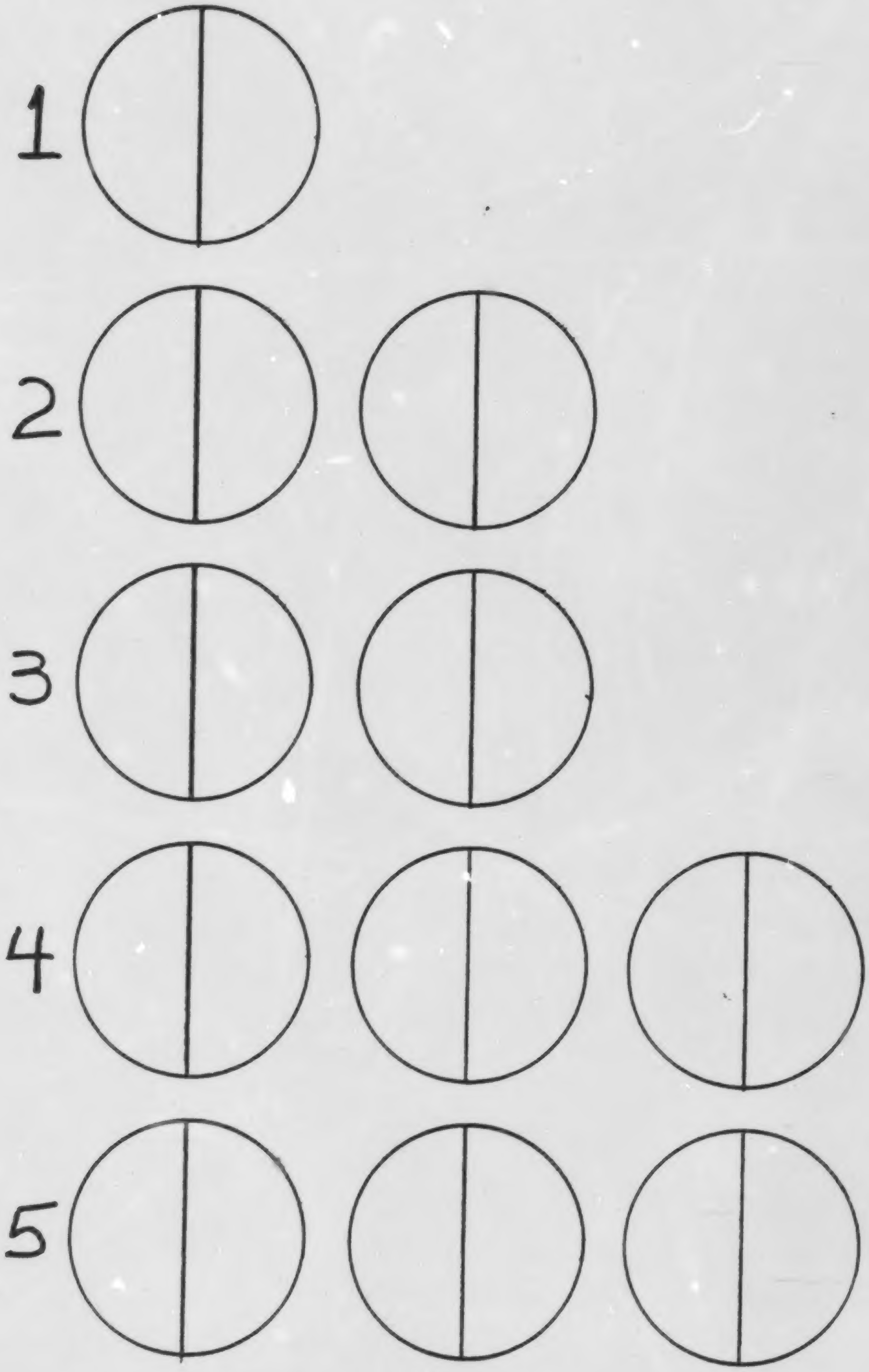


○ Students continue to shake the tubs and draw the beans until they get all the combinations (i.e., 5 beans = 2 + 3, 4 + 1, 5 + 0). Reversals of the combinations are not included in this lesson.

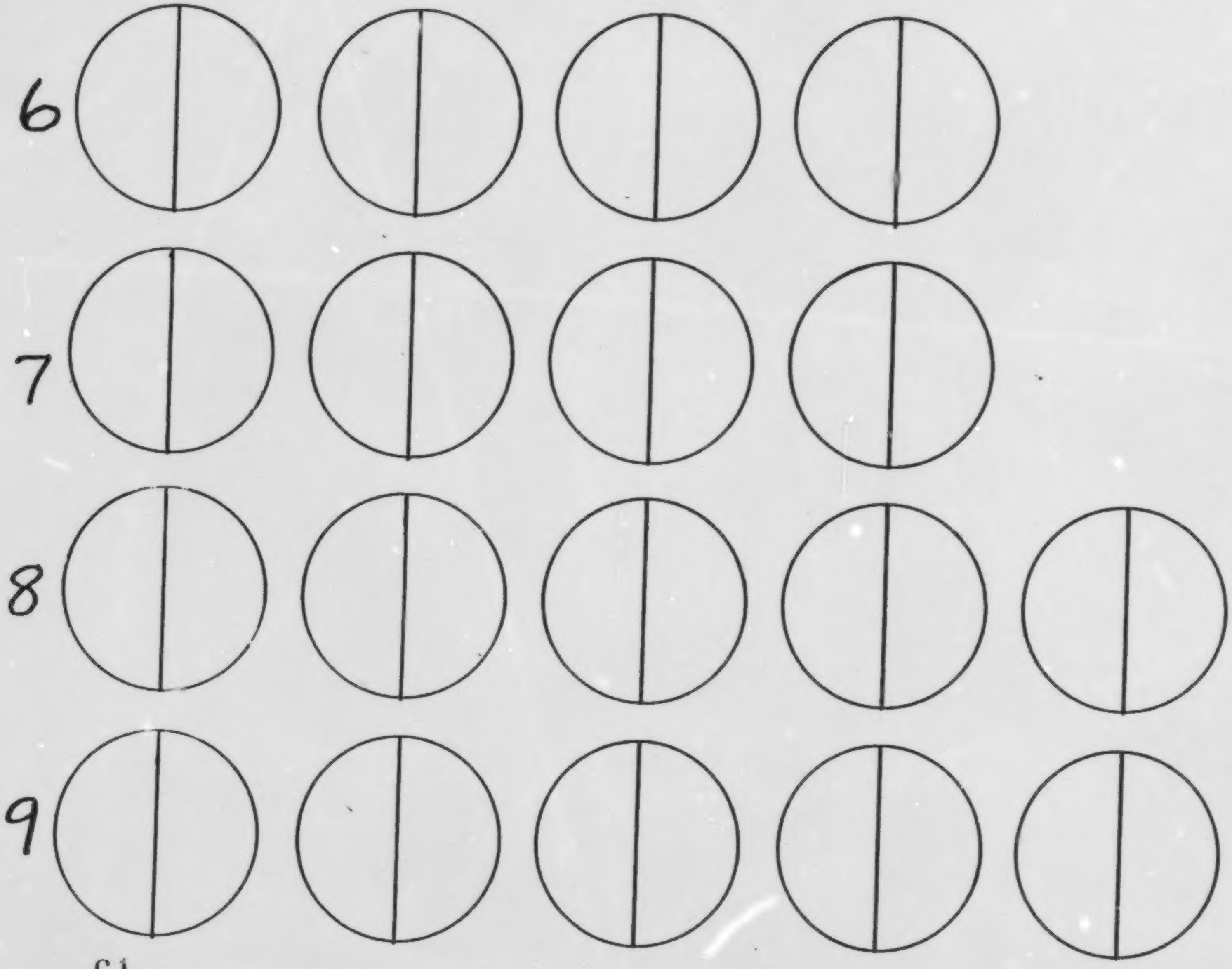
○ Students may write the complete addition equation under each diagram (5 + 0 = 5).

JUMPING BEANS

Worksheet - 1



JUMPING BEANS
Worksheet - 2



FAMILY OF FACTS - CUBES

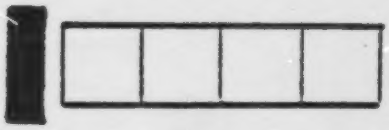
OBJECTIVE: Understand concepts of family of facts (1-18) in visual spatial form

MATERIALS: 1" wooden cubes
2" x 3" index cards
chalk/chalkboards/erasers
overhead projector

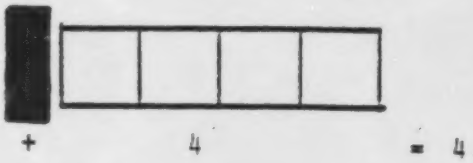
ACTIVITY:

Student demonstrates each of the addition facts (1-18) in the following way: ("4" is illustrated)

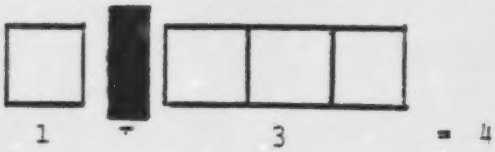
Four blocks are placed in a row on the top of the chalkboard. The index card is placed on the extreme left of the blocks, so no cubes are to the left of the card and four cubes to the right.



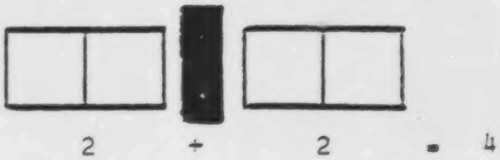
Student writes and says how many blocks are on the left of the card (0) and how many are to the right of the card (4). A plus sign is written below the card and an equal sign at the end.



The card is moved to the right one cube. Student writes the new equation.

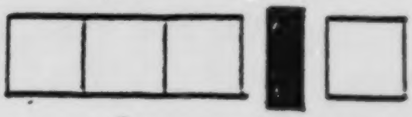


The card is moved to the right another cube. Student writes the equation.



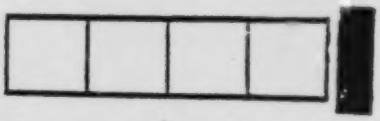
FAMILY OF FACTS - CUBES (cont.)

The card is moved to the right another cube. Student writes the equation.



3 + 1 = 4

The card is moved to the right another cube. Student writes the equation.



4 + 0 = 4

Student focuses on all five equations, looking for a pattern.

0 + 4 = 4

1 + 3 = 4

2 + 2 = 4

3 + 1 = 4

4 + 0 = 4

This procedure is repeated for facts 1-18.

WHAT'S THE PROBLEM?

OBJECTIVE: Practice in various levels of addition

MATERIALS: What's the Problem? sheets (4 included)
scissors
glue
pencils

ACTIVITY:

The following is a list of suggested activities to do using the addition diagrams on worksheets A - C.

◐ Students write a word problem to go along with an addition diagram.

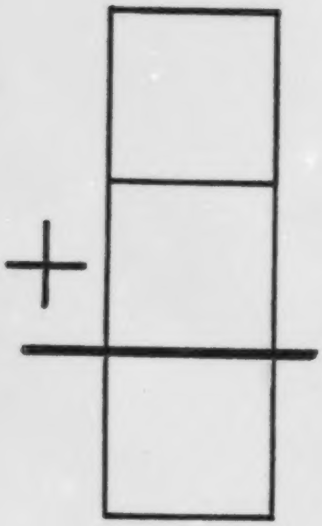
◐ Choose an answer such as nine. Students write different addition combinations on Worksheet A.

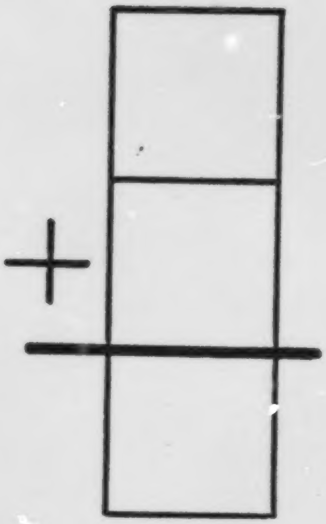
◐ Given textbook problems, students write a story to fit it.

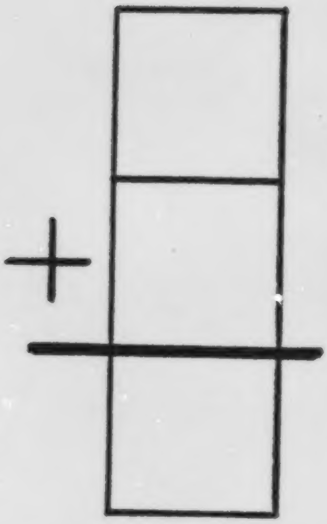
● Students read addition word problems from their textbook and find an addition diagram that will fit it.

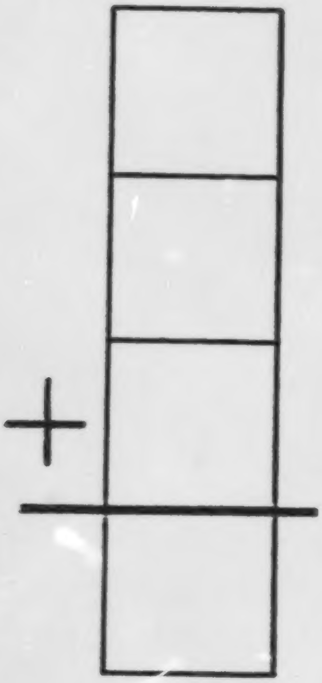
● To allow more flexibility in designing problems, students may cut out the numerals on the last sheet. They then may arrange and rearrange them on the problem sheets until they make a satisfactory problem.

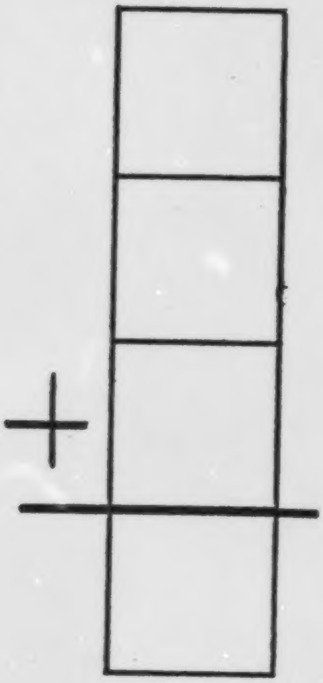
WHAT'S THE PROBLEM?
(Addition-A)

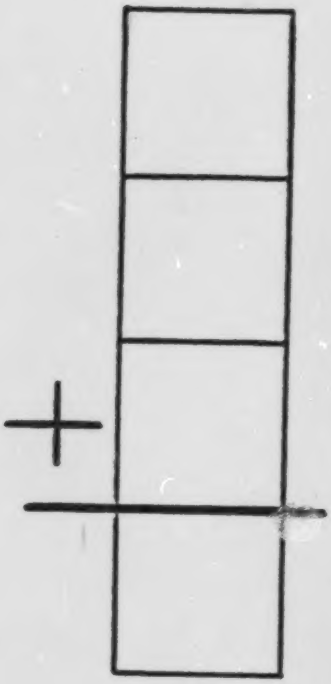




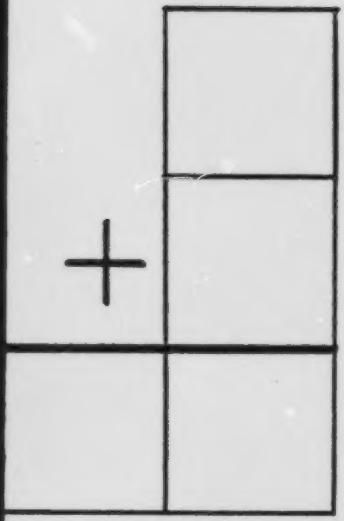


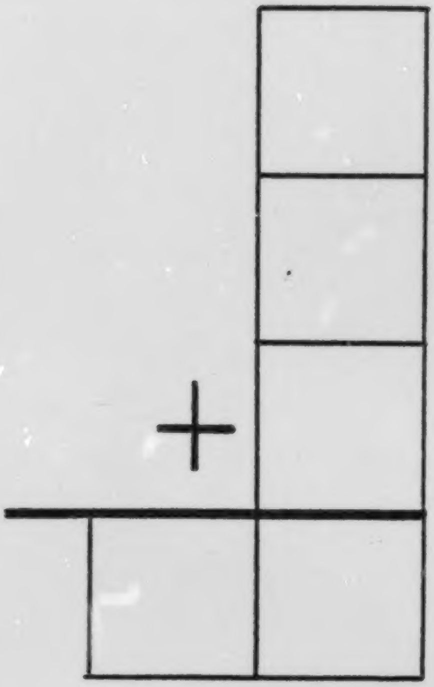


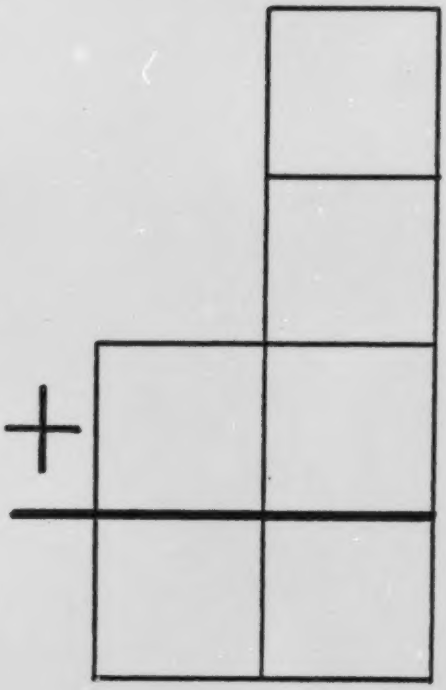


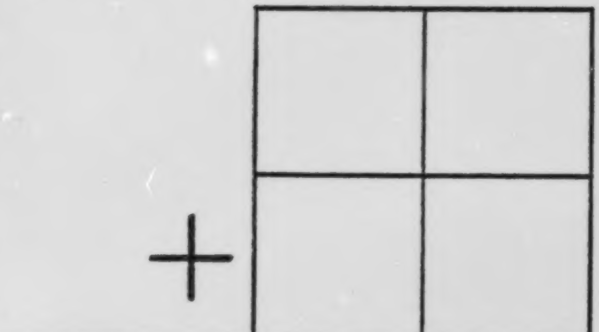


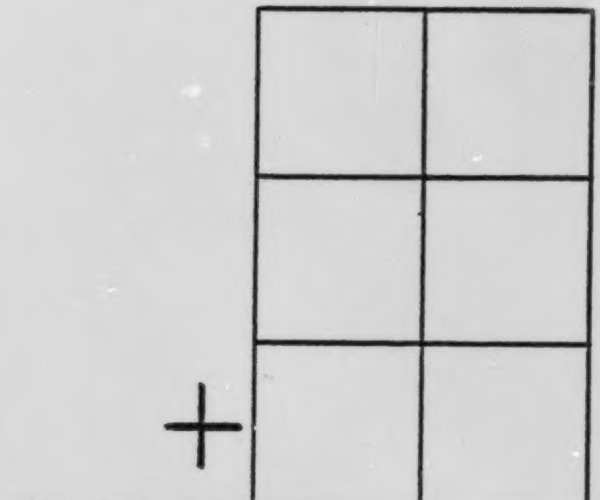
WHAT'S THE PROBLEM?
(Addition-B)



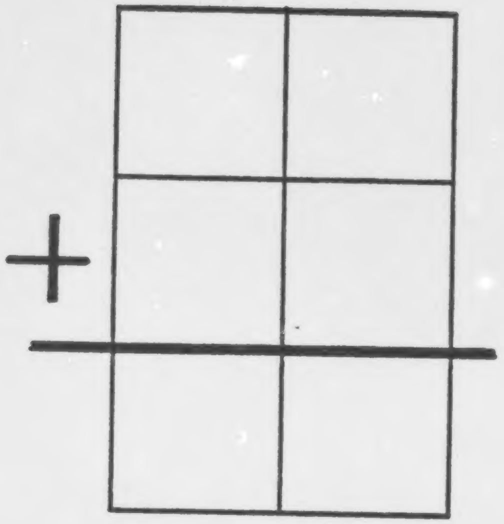


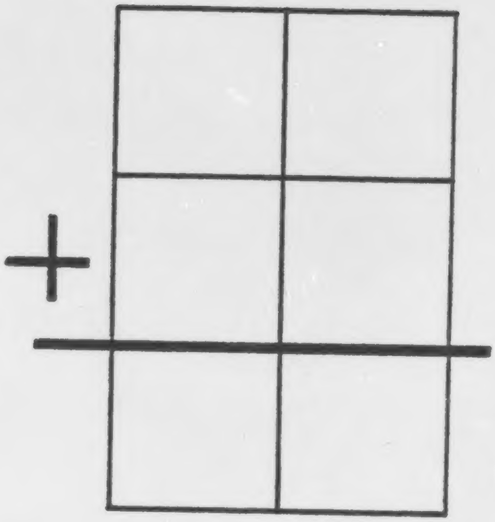


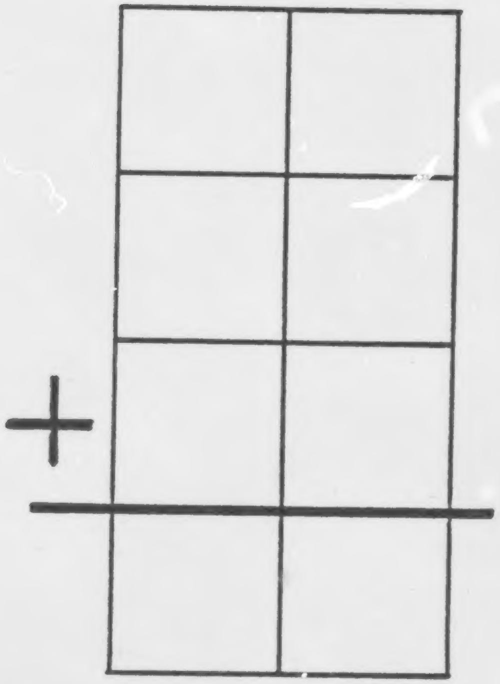


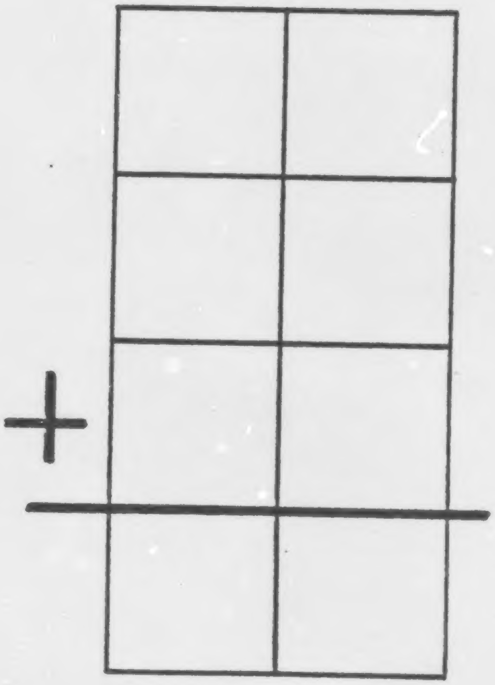


WHAT'S THE PROBLEM?
(Addition-C)









0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

MULTIPLICATION-ADDITIVE TYPE

OBJECTIVES: Understand concept of additive type multiplication
Associate addition sentences with corresponding multiplication

MATERIALS: donuts, apples, pennies, etc.
pictures of objects
pencils
worksheets (included)

ACTIVITY:

◐ Read a multiplication problem from worksheets and/or from other sources of math problems.

◑ Lead class in imagining the items in the problem.
Example:
Donuts: "Imagine a package of donuts. What kind are they? Hear the sound as you open the package. Feel the donut and smell it as you get ready to take a bite. Imagine how the donut would taste. How does the donut look after you've eaten half?"

◑ Students visualize the problem.
Example:
Donuts: "You have two boxes with six donuts in each box.
How many donuts are there altogether?"

◑ Students demonstrate the problem using real objects.

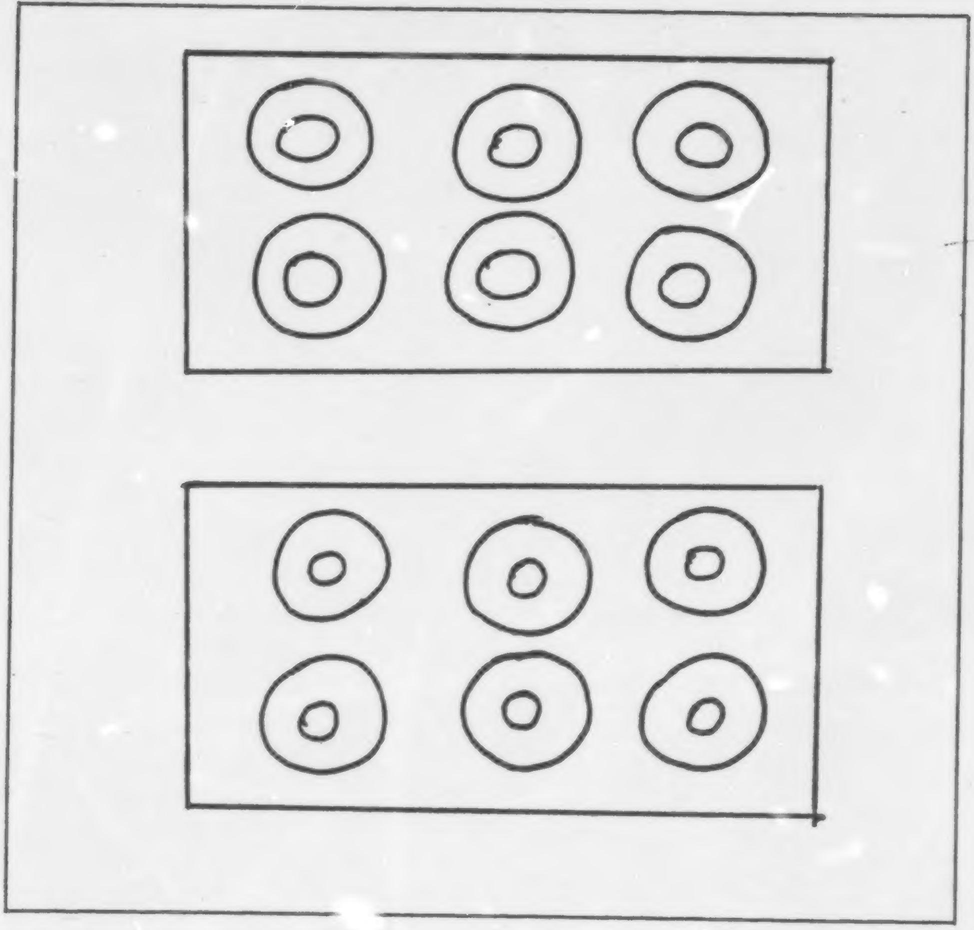
◑ Students draw a picture of the problem. (using the blank form included)

◐ Students write an addition and multiplication sentence for the problem.

Multiplication-Additive Type

Problem: Two boxes of donuts.
Six donuts in each box.
How many donuts in all?____

Picture:



Addition Sentence: ____ + ____ = ____

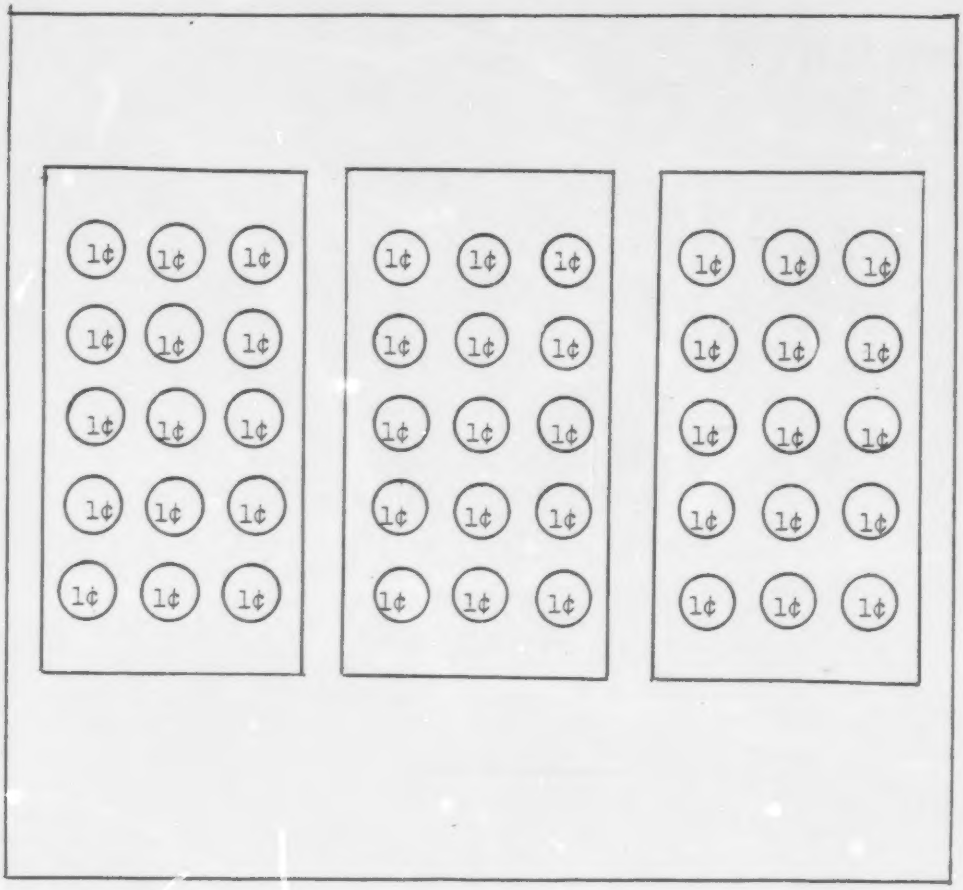
Multiplication Sentence: ____ x ____ = ____

Multiplication Sentence: ____ groups of____ = ____

Multiplication-Additive Type

Problem: Three boxes of pennies
Fifteen pennies in each box
How many pennies in all?_______

Picture:



Addition Sentence: ____ + ____ + ____ = ____

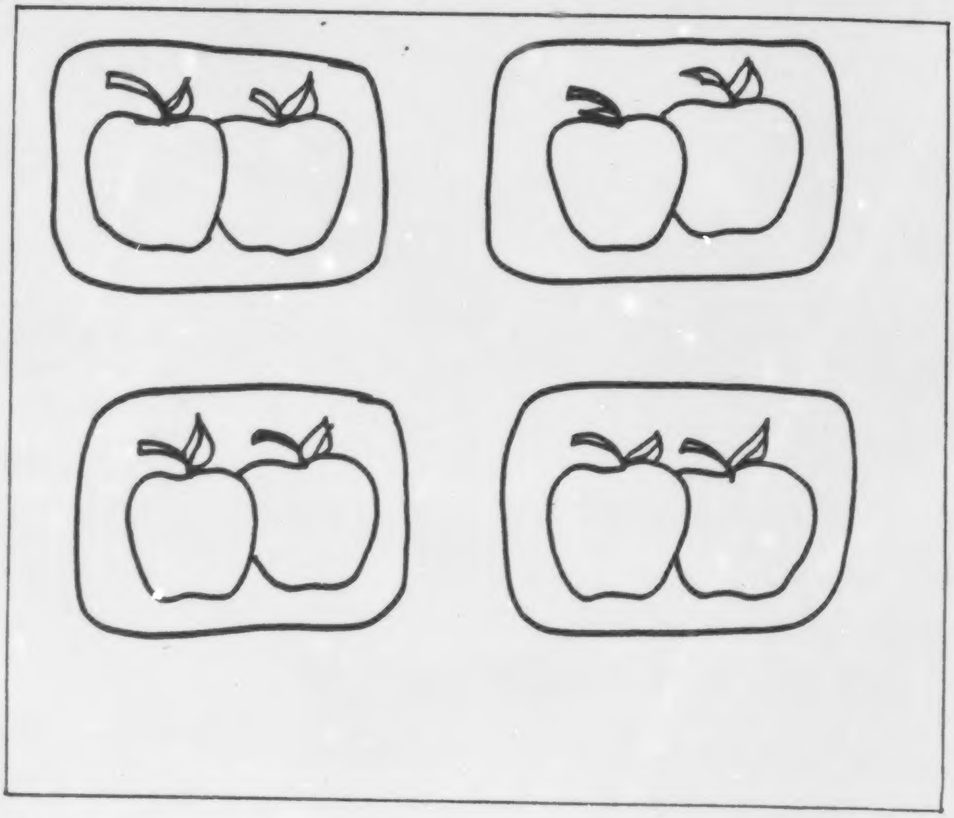
Multiplication Sentence: ____ + ____ = ____

Multiplication Sentence: ____ groups of ____ = ____

Multiplication-Additive Type

Problem: Four bags with apples
Two apples in each bag
How many apples in all?

Picture:



Addition Sentence: ____ + ____ + ____ + ____ = ____

Multiplication Sentence: ____ x ____ = ____

Multiplication Sentence: ____ groups of ____ = ____

Multiplication-Additive Type

Problem: ______________________________

____

____

Picture:

Addition Sentence: ______________________________

Multiplication Sentence: ______________________________

Multiplication Sentence: ______________________________

MULTIPLICATION (ROW-BY-COLUMN)

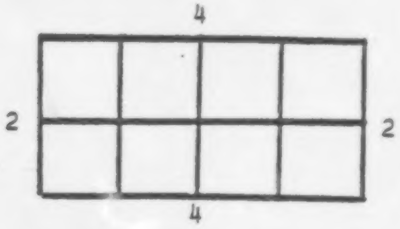
OBJECTIVE: Understand concept of row-by-column type multiplication

MATERIALS: 1", 1/2", or 1 cm cubes
graph paper 1", 1/2", or 1 cm
worksheets (included)
pencils
crayons

ACTIVITY:

◑Students color a rectangular region on graph paper.

◐Students count the number of units on each side of the rectangular region and label each side.



●Point out that opposite sides of a rectangle are equivalent.

●Point out that adjacent sides may be multiplied to find the total number of squares.

●Students lay cubes on the rectangular region graph paper and count them.

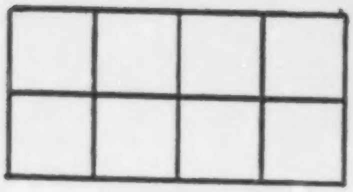
◐Students multiply the adjacent sides of their regions to figure the total number of squares.

◐Given a diagram, the students label the diagram and write a multiplication sentence.

●Given a multiplication sentence, the students draw a diagram and label it.

◑Students may draw diagrams for a sequence of multiplication facts. (i.e., 6 x 1, 6 x 2, 6 x 3...) They may color the squares, attach stickers, or draw small pictures in the squares.

MULTIPLICATION (Row-By-Column)



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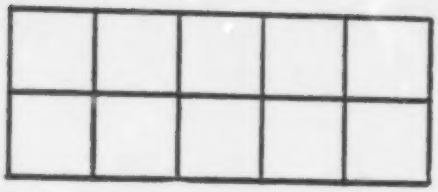

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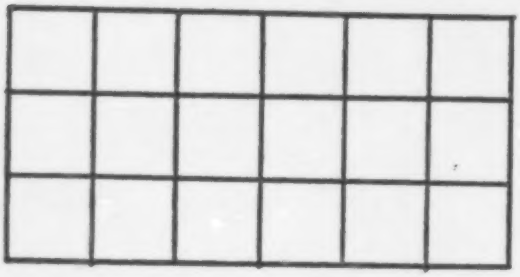

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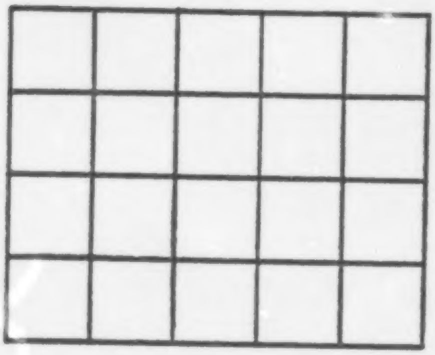

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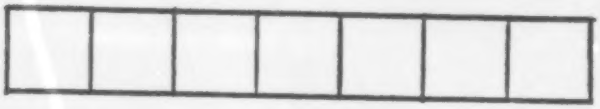
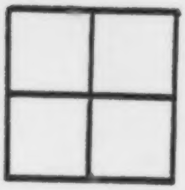


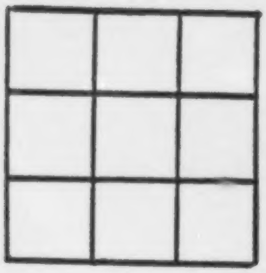
X =

MULTIPLICATION (Row-By-Column)

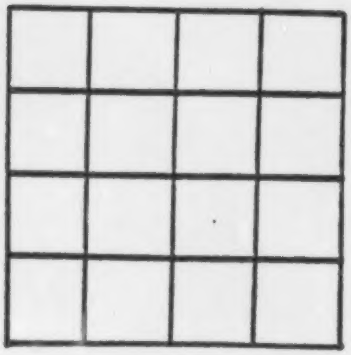
Directions: Label the two adjacent sides of each figure.
Write a multiplication sentence for each figure.



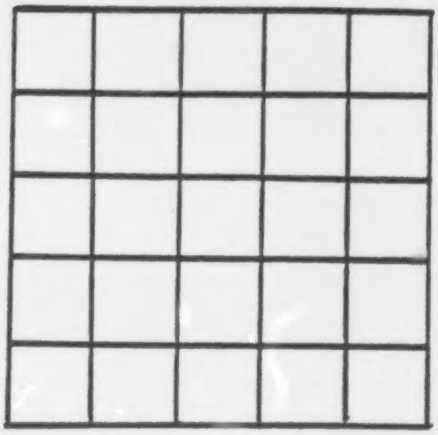
____ X ____ = ____



____ X ____ = ____



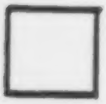
____ X ____ = ____



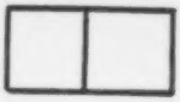
____ X ____ = ____

MULTIPLICATION (Row-By-Column)

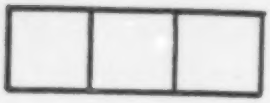
DIRECTIONS: Label the two adjacent sides of each figure.
Write two multiplication sentences for each.

1. 

___ X ___ = ___

2. 

___ X ___ = ___
___ X ___ = ___

3. 

___ X ___ = ___
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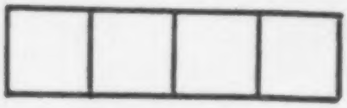
4. 

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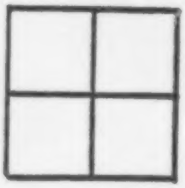
___ X ___ = ___



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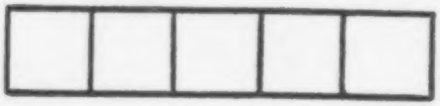
5. 

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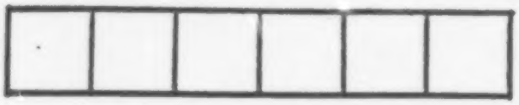
6. 

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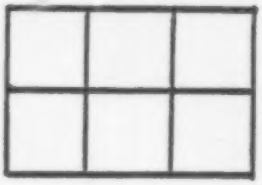
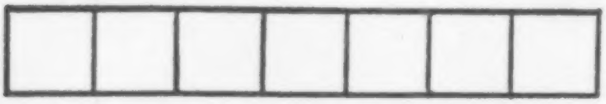
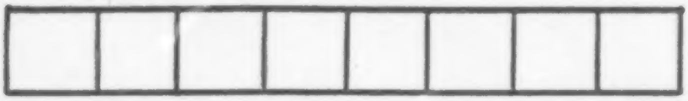


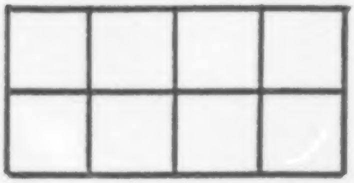
___ X ___ = ___
___ X ___ = ___

7. 

___ X ___ = ___
___ X ___ = ___

8. 

___ X ___ = ___   ___ X ___ = ___

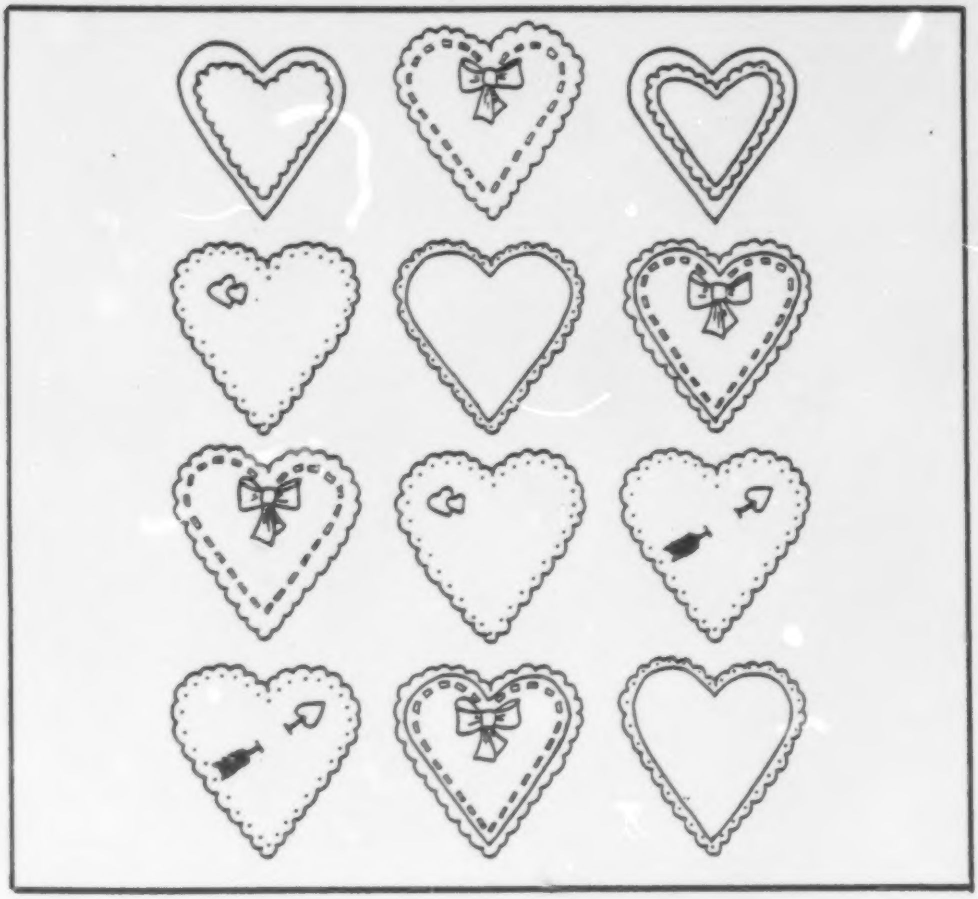


___ X ___ = ___
___ X ___ = ___

MULTIPLICATION (Row-By-Column)

PROBLEM: 4 rows of hearts
3 hearts in each row
How many hearts in all?

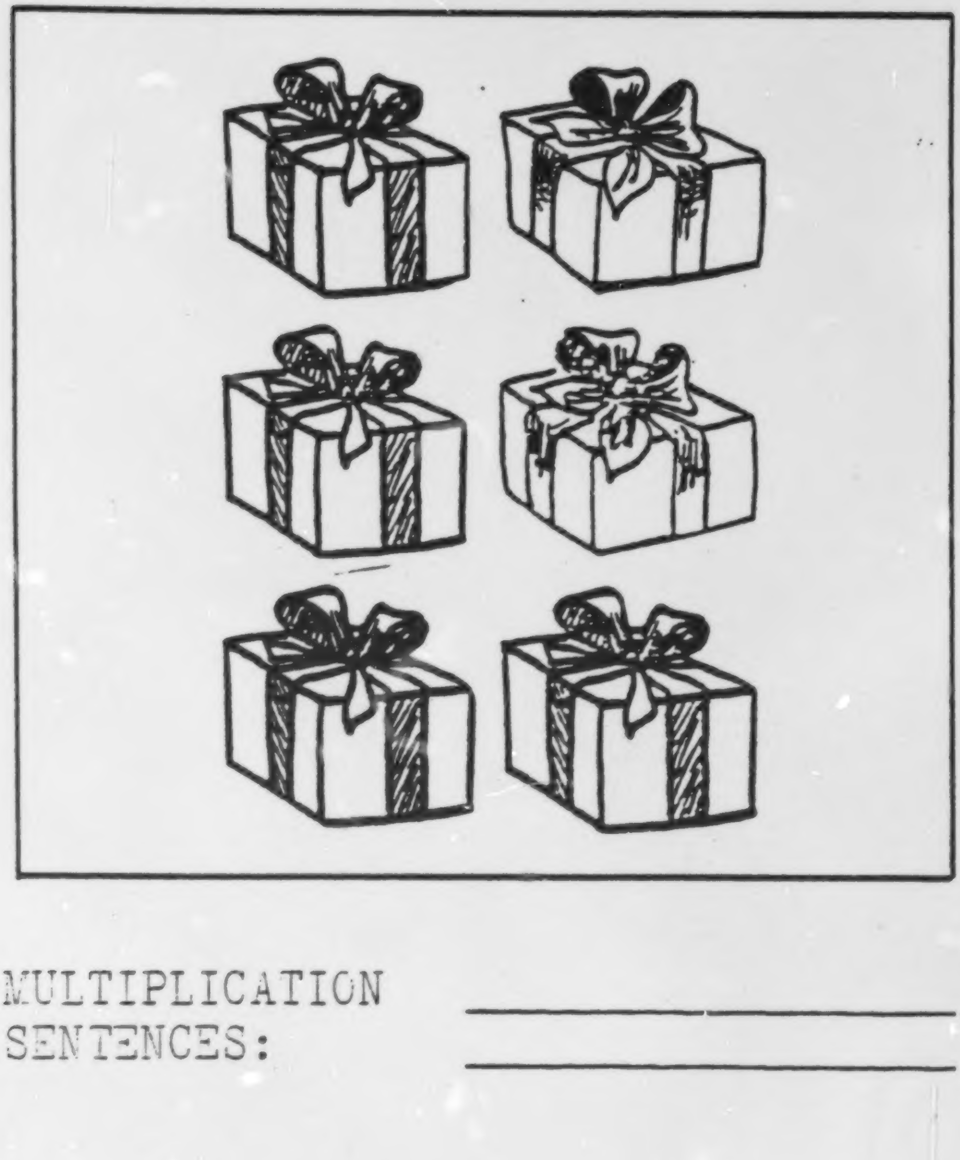
PICTURE:



MULTIPLICATION
SENTENCES: ____________________
____

PROBLEM: 3 rows of gifts
2 gifts in each row
How many gifts in all?

PICTURE:

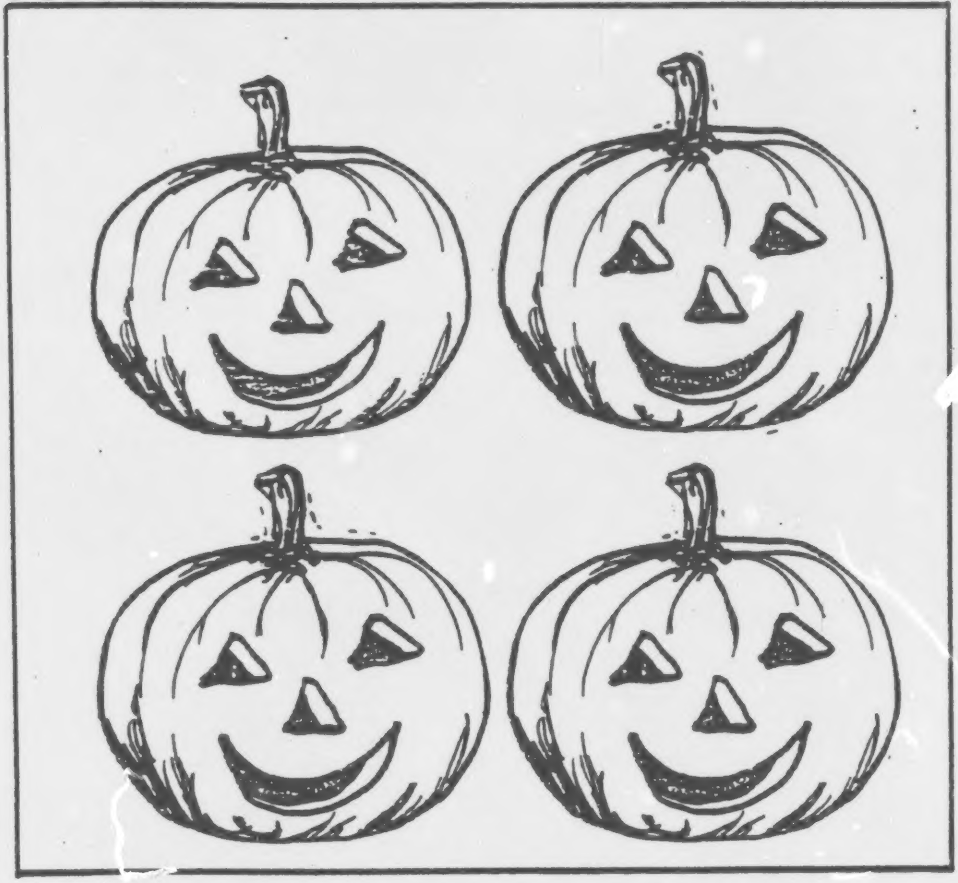


MULTIPLICATION SENTENCES: ____________________
____

MULTIPLICATION (Row-By-Column)

PROBLEM: 2 rows of jack-o'-lanterns
2 jack-o'-lanterns in each row
How many jack-o'-lanterns
in all?

PICTURE:

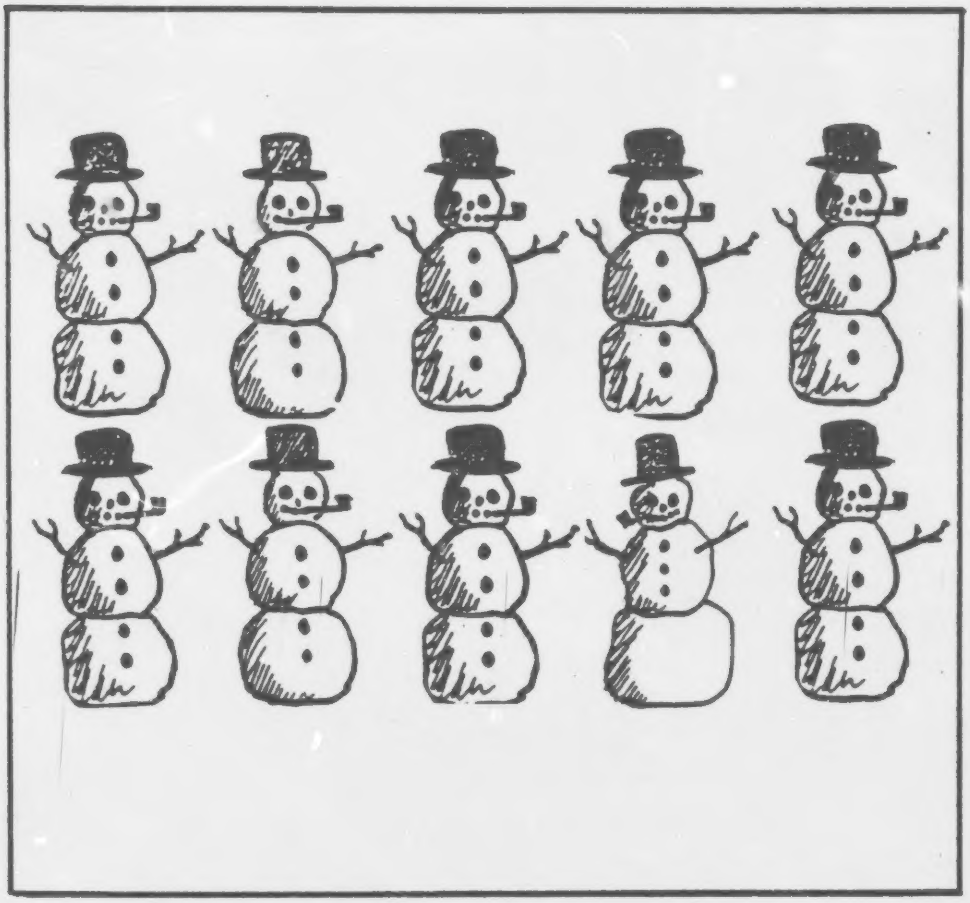


MULTIPLICATION
SENTENCES: ______________________
____

MULTIPLICATION (Row-By-Column)

PROBLEM: 2 rows of snowmen
5 snowmen in each row
How many snowmen in all?

PICTURE:

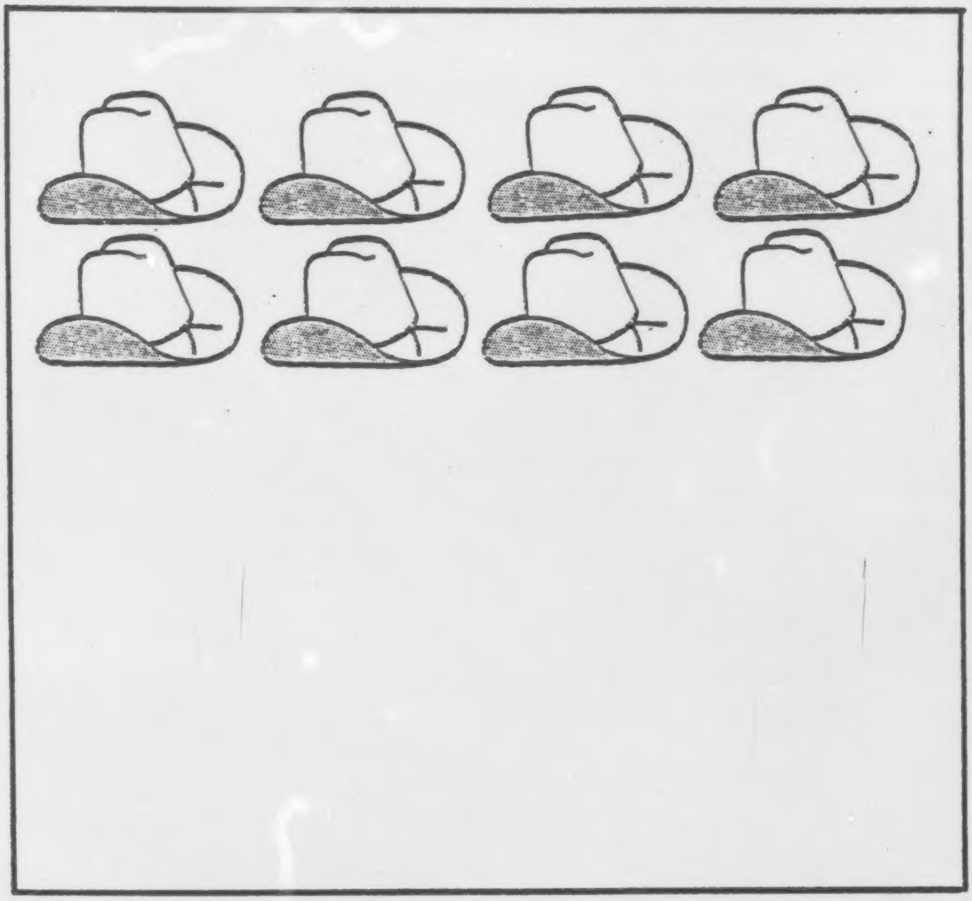


MULTIPLICATION SENTENCES: ____________________

____

PROBLEM: 2 rows of hats
4 hats in each row
How many hats in all?

PICTURE:



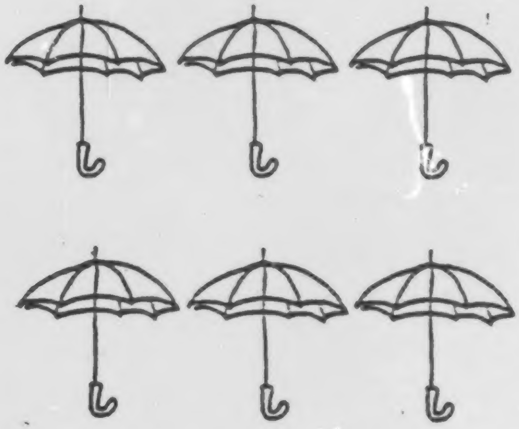
MULTIPLICATION SENTENCES: ______________________

____

MULTIPLICATION (Row-By-Column)

PROBLEM: 2 rows of umbrellas
3 umbrellas in each row
How many umbrellas in all?

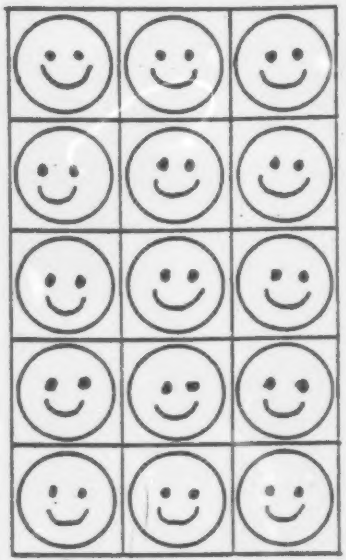
PICTURE:



MULTIPLICATION
SENTENCES: ______________________
____

PROBLEM: 5 rows of faces
3 faces in each row
How many faces in all?

PICTURE:



MULTIPLICATION SENTENCES: ____________________

____

MULTIPLICATION (Row-By-Column)

PROBLEM:

PICTURE:

MULTIPLICATION SENTENCES: ____________________

____

MONSTER MULTIPLICATION

OBJECTIVE: Remembering the more difficult multiplication facts

MATERIALS paper
pencils or crayons

ACTIVITY:

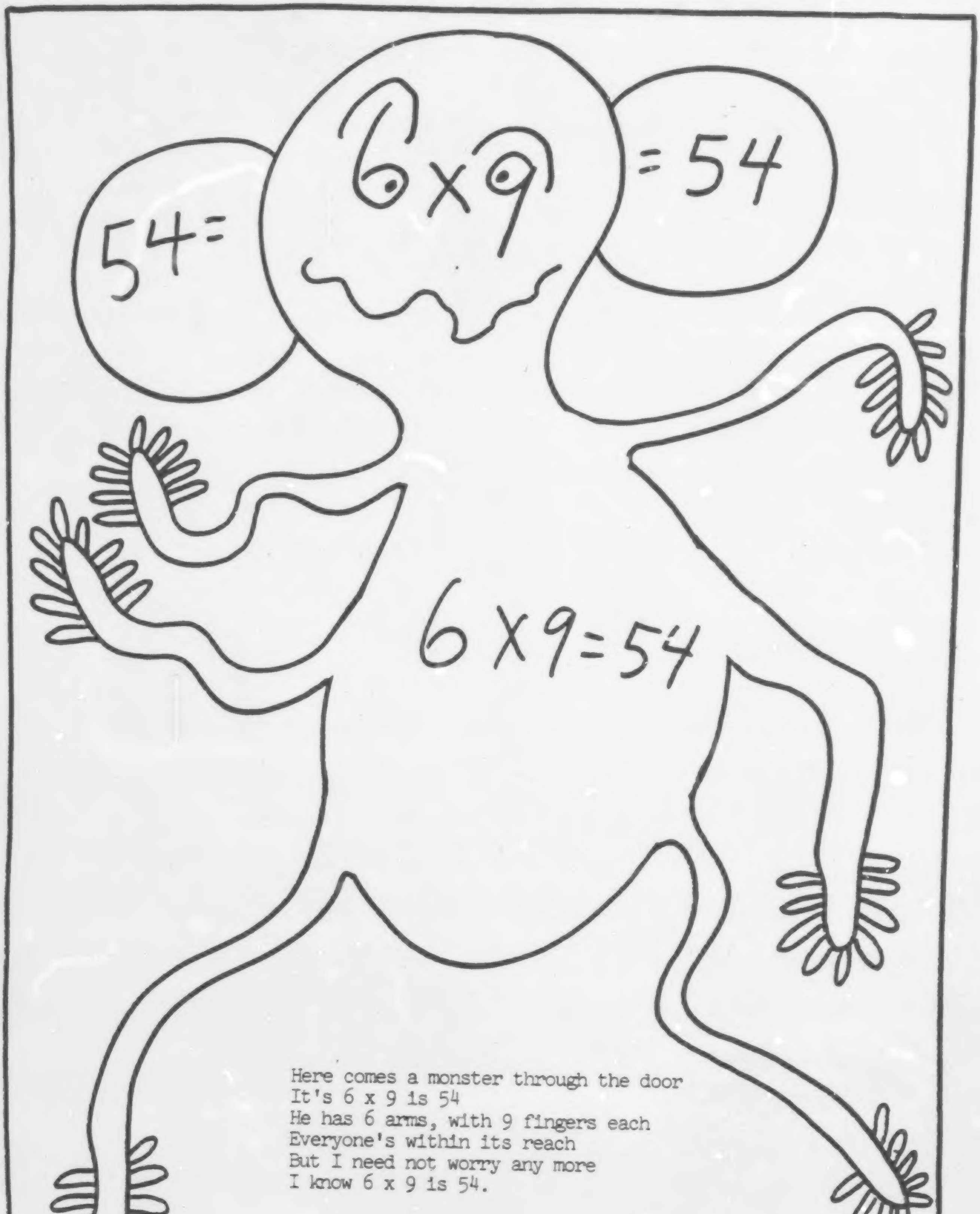
◐Together with students, identify the multiplication combinations that are hard to remember (generally they involve six through nine, i.e., 6 x 9, 7 x 8, 9 x 9, etc.)

◑Discuss the way in which some math problems can be like monsters. They make us nervous, uncomfortable, etc.

●Have students write a problem. Make it into a drawing of a monster and then write a poem related to the numbers and the monster. See the following example and poem.

This approach can be adapted to any math fact problem that requires memorization.

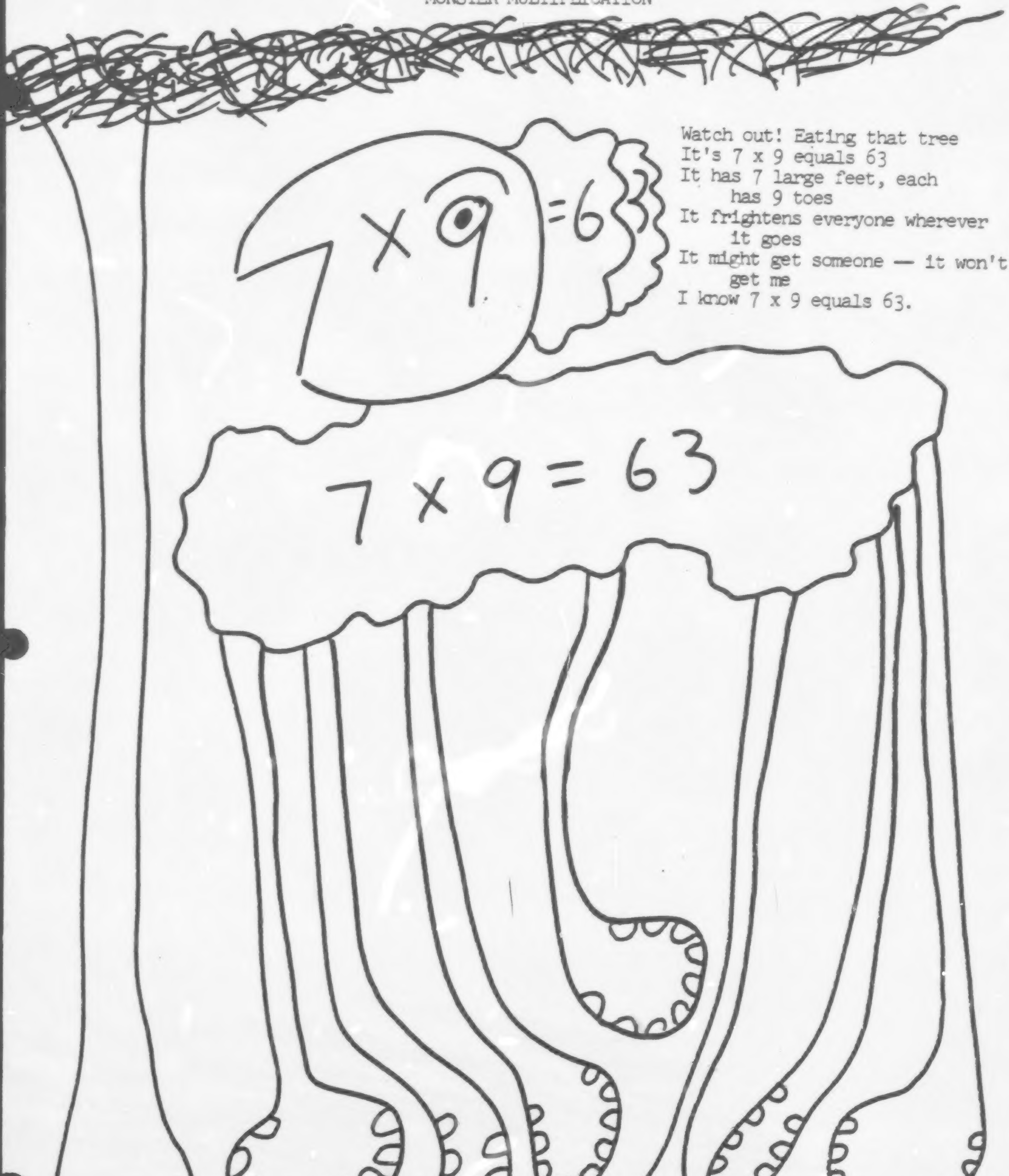
MONSTER MULTIPLICATION



Here comes a monster through the door
It's 6 x 9 is 54
He has 6 arms, with 9 fingers each
Everyone's within its reach
But I need not worry any more
I know 6 x 9 is 54.

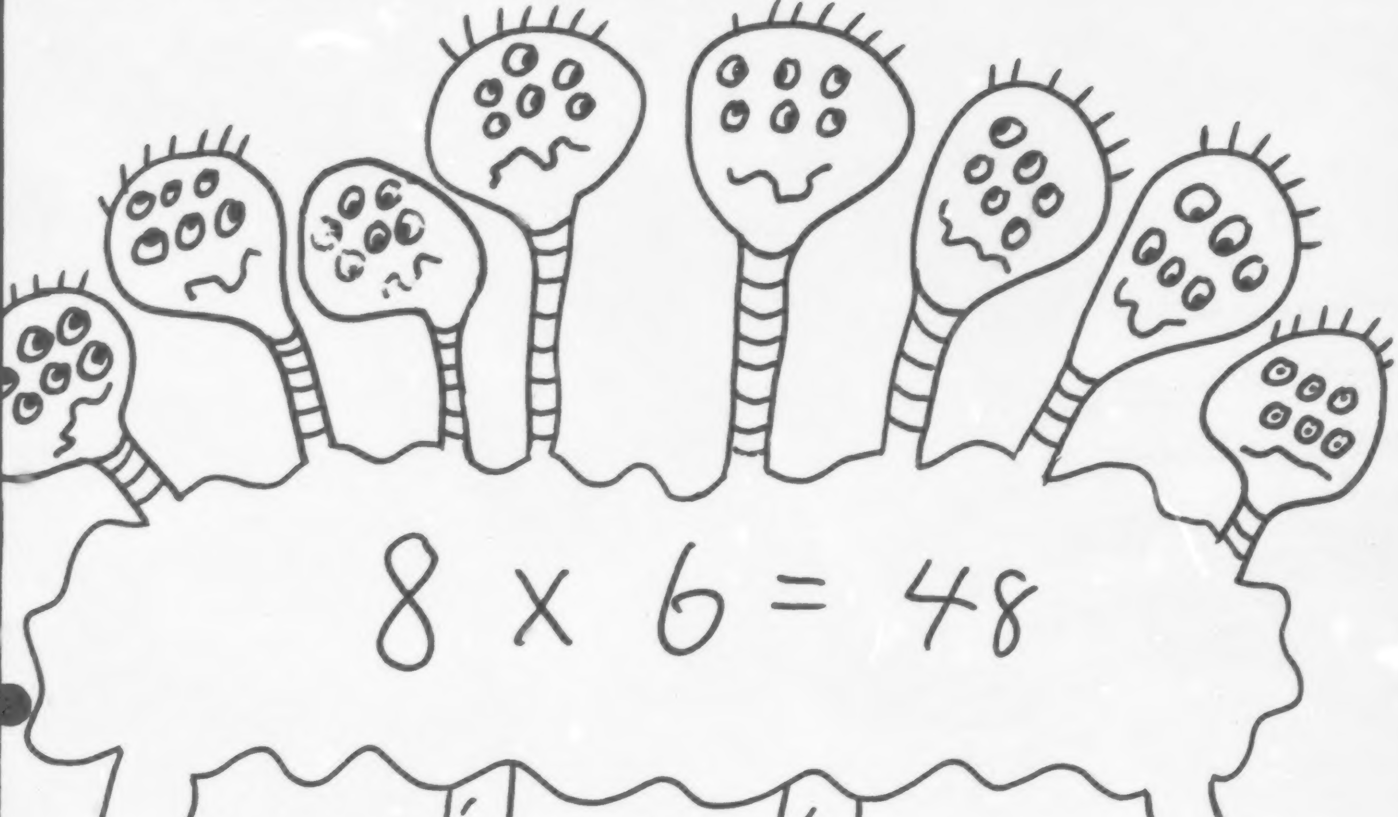
MONSTER MULTIPLICATION

Watch out! Eating that tree
It's 7 x 9 equals 63
It has 7 large feet, each
has 9 toes
It frightens everyone wherever
it goes
It might get someone — it won't
get me
I know 7 x 9 equals 63.



MONSTER MULTIPLICATION

You better start running, You better not wait
It's 8 x 6 equals 48
It has 8 heads, each with 6 tiny eyes
It runs as fast as a jet plane flies
I don't have to worry, I'm really great
know 8 x 6 equals 48.



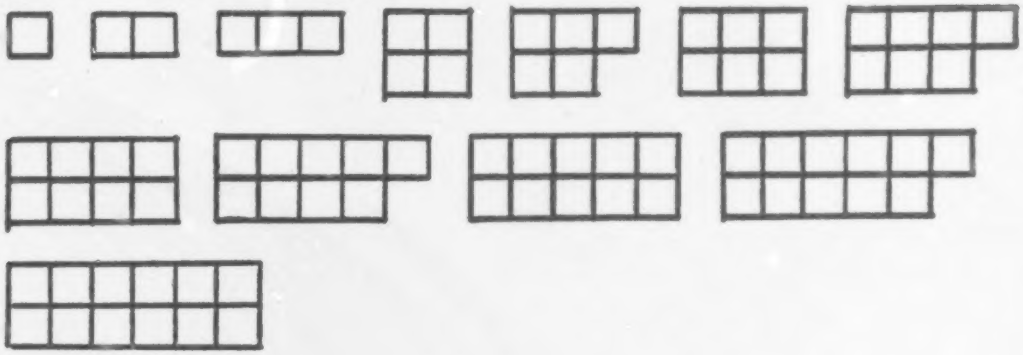
EGG CARTON DIVISION

OBJECTIVE: Understanding the division concept

MATERIALS: small counters (beans, buttons, paper clips)
egg cartons
paper and pencils

PREPARATION:

Cut egg cartons into sections: one section, two sections... 12 sections (see illustration).



ACTIVITY:

◐ Students are given a certain number of counters. They count them and write it as the dividend ($\overline{)22}$).

◐ Students are given an egg carton section. They count them and write it as the divisor ($5\overline{)22}$).

◑ Students distribute the counters evenly so each egg carton section has the same number of counters.

◐ Students write the number of counters placed in each section as the quotient $\left(\begin{array}{r}4\\5\overline{)22}\end{array}\right)$

◐ Students write the number of leftover counters as the remainder $\left(\begin{array}{r}4\text{ r}2\\5\overline{)22}\end{array}\right)$

● Repeat using various numbers of counters and carton sections.

DEALING DIVISION

OBJECTIVE: Understand the concept of division

MATERIALS: division boards (2 sheets included)
crayons
laminating film (if available)
place value manipulatives (1's and 10's cubes, beans, or beansticks, etc.)
pencil/paper
scotch tape

PREPARATION:

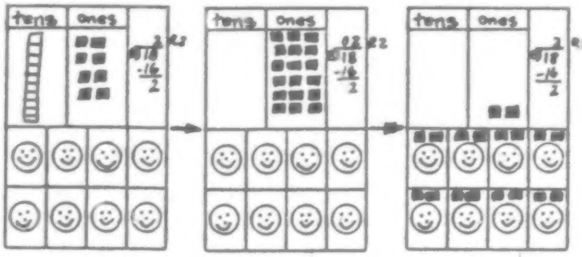
Duplicate (laminate if possible) and tape together the two division board sheets. For more durability, they may be glued to a manila folder before laminating.

Distribute one's and ten's manipulatives and division boards.

ACTIVITY:

Have students practice showing "18" using:
- the one's manipulatives (18 cubes)
- ten's and one's manipulatives (1 long, 8 cubes)

The following is a sample problem using 18 ÷ 8 = as the problem:

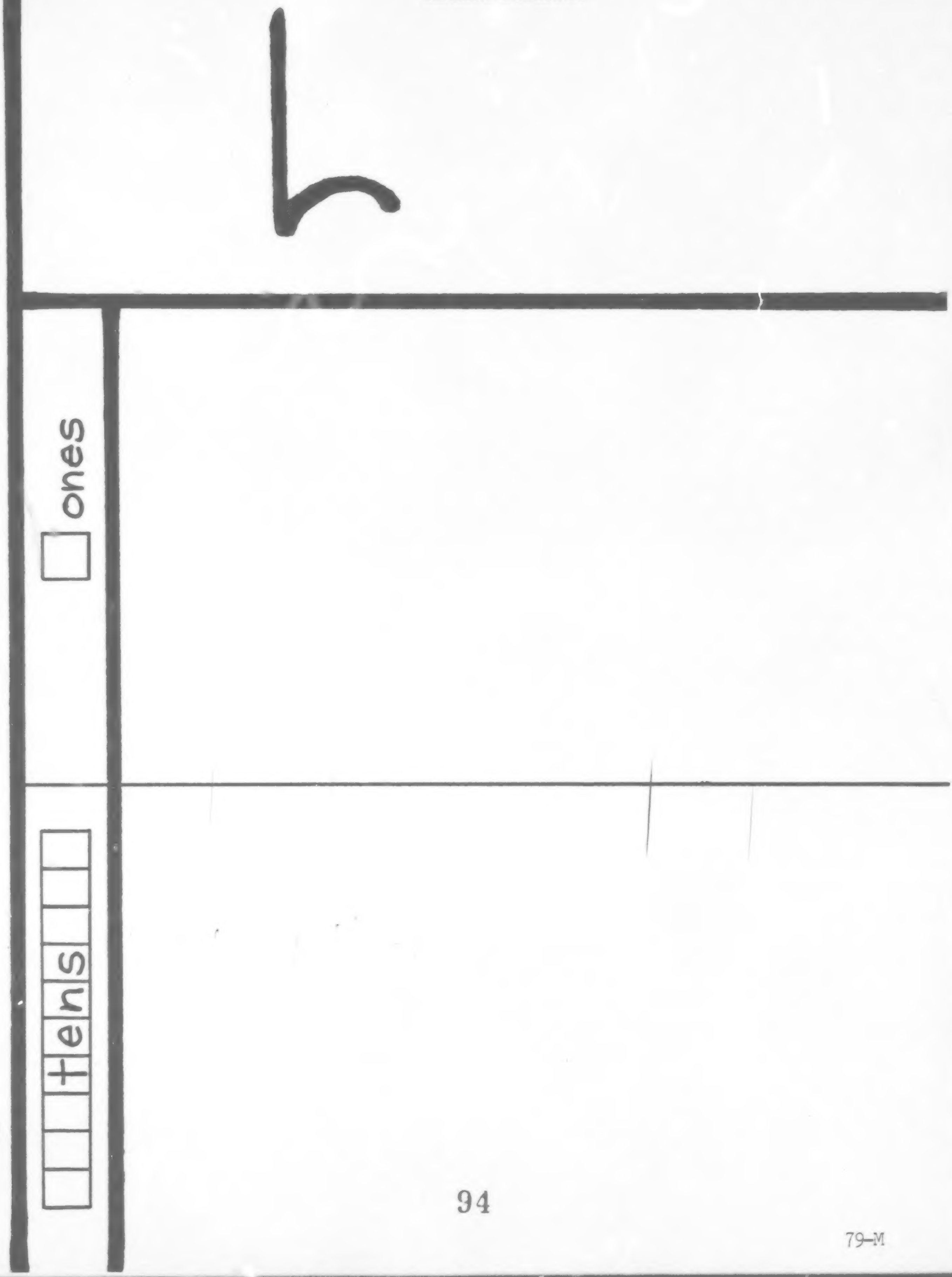


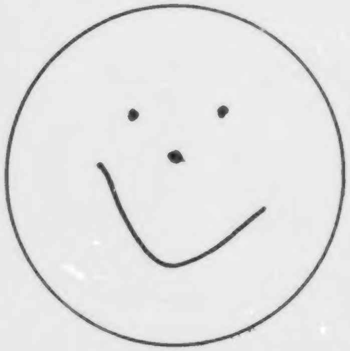
Students then place the tens and ones on the division board and write "18" inside the division "house".

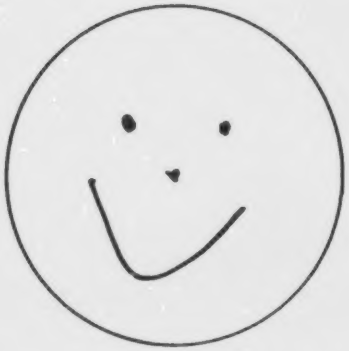
Tell students that for this problem there will be eight players. They will deal each player an equal number of cubes. (Same is true of the tens.)
Students write "18" as the divisor on the board.
Students begin with the ten's column. Since they cannot divide the single ten's stick into eight parts, they must exchange it for 10 ones. They write a zero above the one in the dividend. The ten ones are then added to the eight ones already in the one's column, totaling 18 single ones.
Now students are ready to deal the 18 ones to the eight happy faces. (If the divisor had been six, only six happy faces would have been used.) Each happy face will get two one's cubes or beans. There will be two extra ones leftover. Explain that this is the remainder.
On the board, students:
- Write how many cubes each player received (2).
- Write how many cubes were dealt altogether (16).
- Subtract to show a remainder of two cubes extra.
- Write remainder two (r 2 in the quotient).

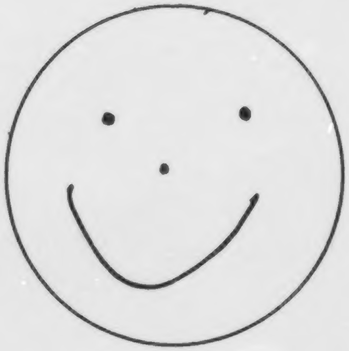
Repeat the procedure using other figures. The maximum dividend is 99.
The maximum divisor is eight.

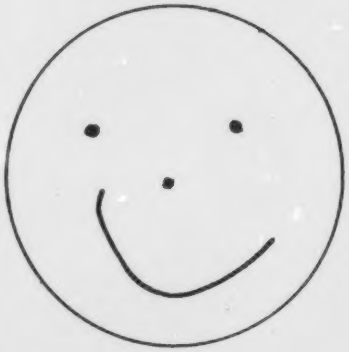
DEALING DIVISION



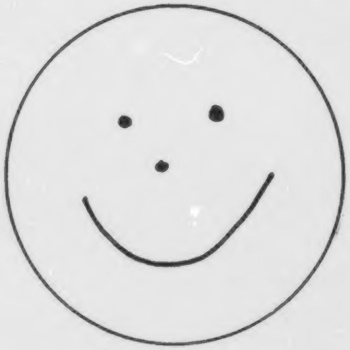


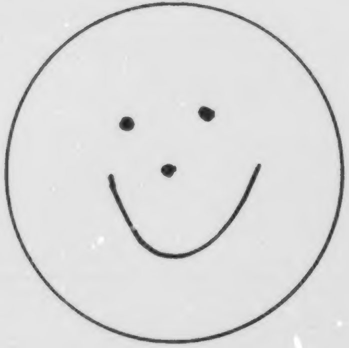


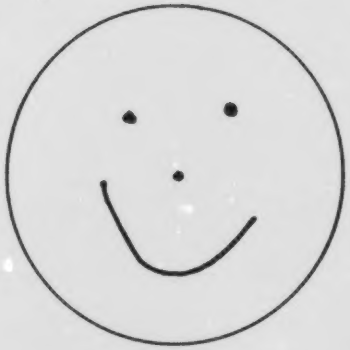


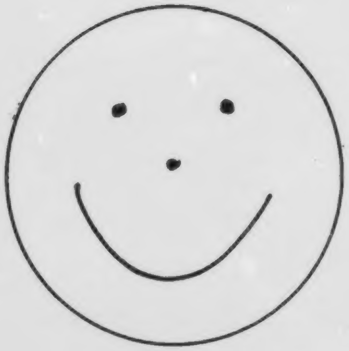


DEALING DIVISION









M-09

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96

TAP AND SCRATCH MATH

OBJECTIVES: Represent basic facts with sounds
Write basic facts

MATERIALS: individual chalkboards/chalk/eraser
large paper clip

ACTIVITY:

In this activity, taps and scratches are used to represent basic addition, subtraction, multiplication, and division facts.

- On the back of an individual chalkboard, tap several times with a paper clip. Have students identify the number of taps by:

  writing the number
  holding up large numerals
  holding up fingers

- Addition: Ask students:

  "What's the problem?"
  "What's the answer?"

  Slowly tap an addition problem:

  2 + 3 = would be done this way:

  tap, tap (2)
  scratch, scratch (+)
  tap, tap, tap (3)
  scratch, scratch (=)

  - Students:

    write the equation on chalkboards
    verbally state the answer
    show answer with fingers

Note: Allow older students to decide how to differentiate scratching the "+" sign and the "x" sign. One possibility would be to scratch the "+" sign slowly and the "x" sign quickly.

- Subtraction, Multiplication, Division: Repeat the activity for these operations based on students' abilities.

SUGGESTION:

Try to conceal the tapping from students' vision so they will rely more on their auditory modality.

CALCULATOR CAPERS - 1

OBJECTIVE: Review basic addition, subtraction, multiplication, and division problems

MATERIALS:
calculators
addition, subtraction, multiplication, and division flash cards
paper and pencils or chalk and chalkboard

ACTIVITY:

◐ Teacher shows flash cards.

● Student with a calculator figures the problem.

● Student without a calculator figures the problem mentally.

If the student with the calculator wins, another student can challenge to try and beat the "calculator."

If the student without the calculator wins, another student can challenge to try and beat the "expert."

This can be done at any level of difficulty. For more difficult problems use pencil and paper.

CALCULATOR CAPERS - 2

OBJECTIVE: Solving word problems

MATERIALS: calculator
word problems (+, -, x, +)
paper/pencils or chalk/chalkboard

ACTIVITY:

◐ Read a word problem:

> The chef cooked three plates of pancakes. There were four pancakes on each plate. How many pancakes did he cook in all?

● Students draw a picture of the problem.

◐ Ask students to use either +, -, x, or + to solve the problem.

How many pancakes all together?
Students answer the question.

● "Use the calculator to see if you get the same answer."

● Students write a number sentence showing what was figured on the calculator.

VARIATION:

● Students make up their own problems, draw pictures, and write appropriate number sentences.

COIN MATCH

OBJECTIVES: Recognize coins by name
Recognize coin values

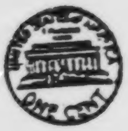
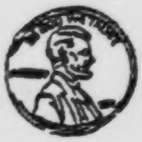
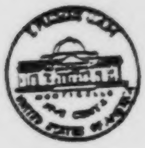
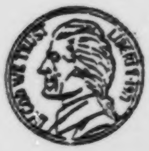
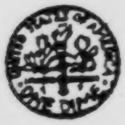
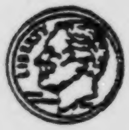
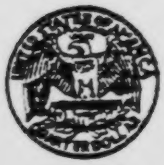
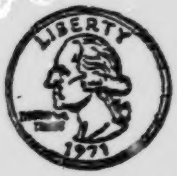
MATERIALS: Money Match Worksheets (included)
four pennies
four nickels
four dimes
four quarters

ACTIVITY:

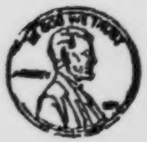
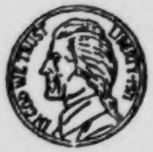
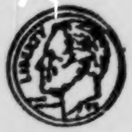
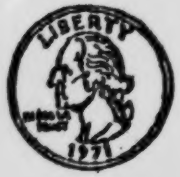
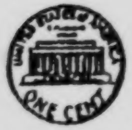
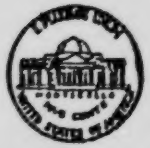
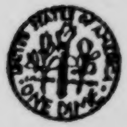
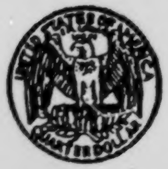
- Discuss coins (penny, nickel, dime, and quarter). Consider pictures on head and tail sides of coins, what coins are made of, dates, mint marks, size, color, etc.
- Allow students who have a coin to examine and discuss the coin. What pictures are on the coin? Who has the oldest coin? Who has the newest coin? etc.
- Students place a real coin beside the matching picture of the coin on Worksheet 1.
- Discuss value of coins.

  Students place a real coin on the appropriate boxes on Worksheet 2.

Coin Match - Worksheet 1

Coin Match - Worksheet 2

penny	nickel	dime	quarter
			
			
1¢	5¢	10¢	25¢

COIN PASTING

OBJECTIVE: Understanding equivalent coin values

MATERIALS:
coins (included in Math Aids Section)
unlined paper
pencils
paste

PREPARATION:

Duplicate coins from Math Aids Section and cut apart. Give to each student, at least eight nickels, two dimes, two quarters, and forty pennies.

ACTIVITY:

Students paste a nickel at the top of one piece of paper, draw a box around it, and write 5¢ inside it.

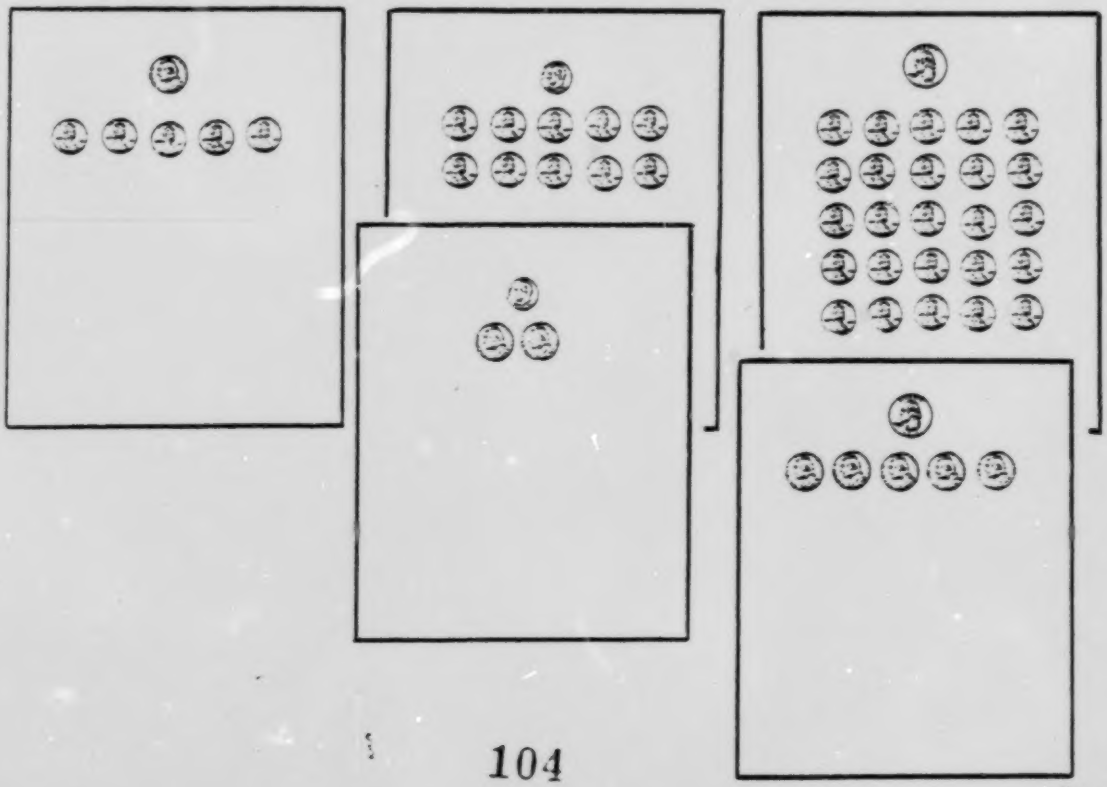
Students paste 5¢ worth of pennies on the paper, draw a circle around them, and write 5¢ inside the circle.

Students paste a dime on a paper and paste on 10¢ using pennies.

Students paste a dime on a paper and paste on 10¢ using nickels.

Students paste a quarter on a paper and paste on 25¢ using pennies.

Students paste a quarter on a paper and paste on 25¢ using nickels



COIN DESIGNS

OBJECTIVES: Recognizing coin values
Adding coin values

MATERIALS: box of construction paper shapes with coins stamped on them (sheets included)
paste
8 1/2" x 11" unlined paper
pencils

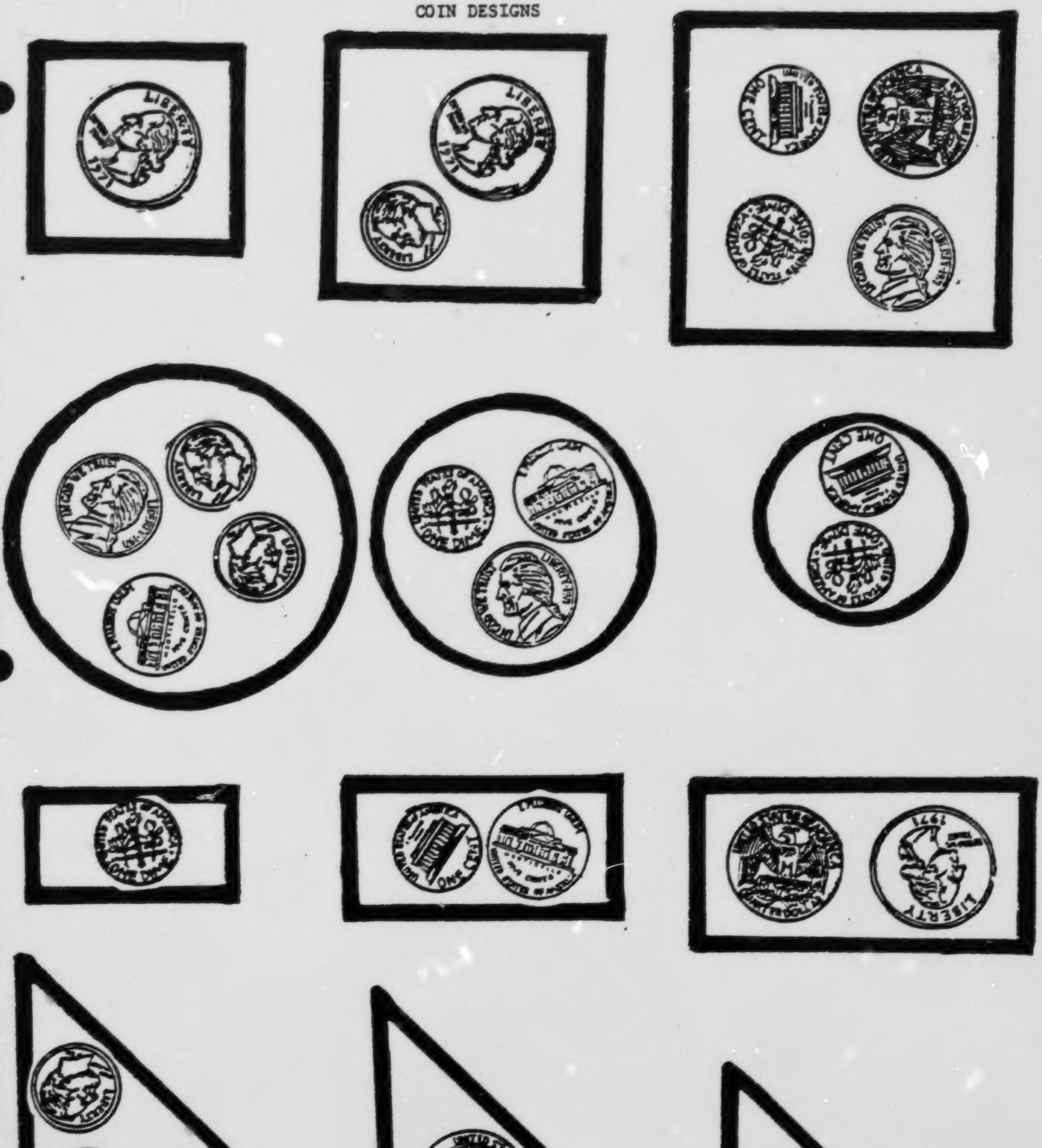
ACTIVITY:

◑ Students choose a designated number of various sizes and colors.

◑ Students arrange them on unlined paper into a design and glue.

◐ Students total the coin values on each shape and record it on the paper.

COIN DESIGNS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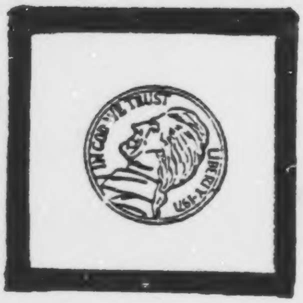
LIBERTY
1971
ONE DIME
ONE CENT
IN GOD WE TRUST
LIBERTY
1971

COIN DESIGNS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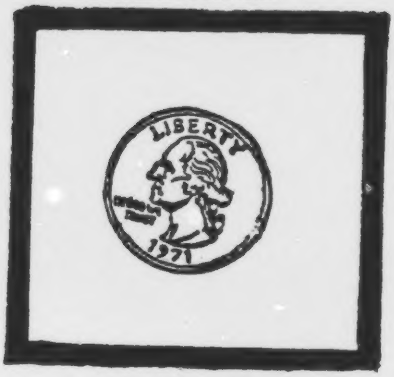
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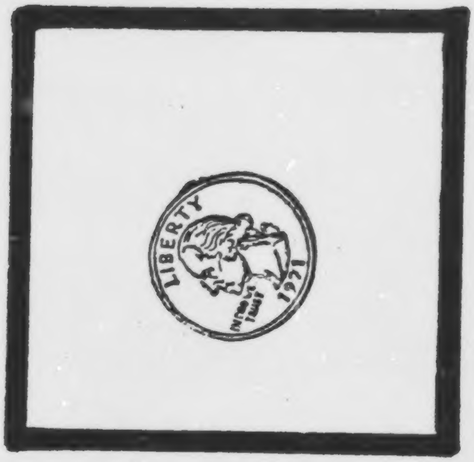
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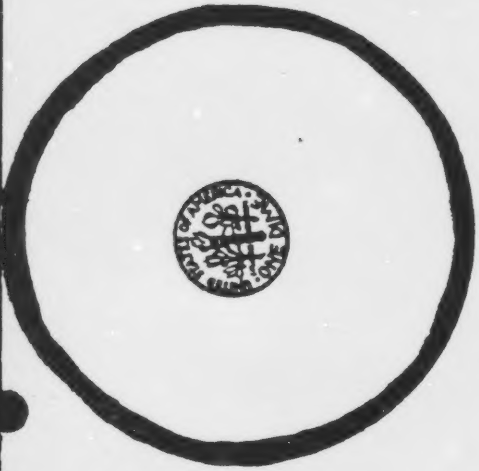
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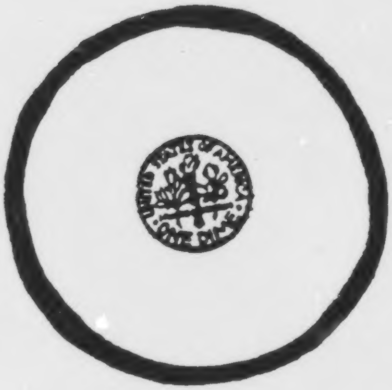
ONE DIME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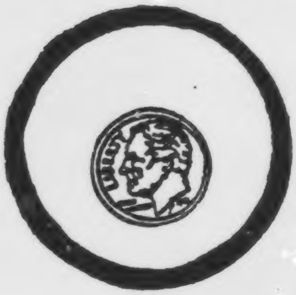

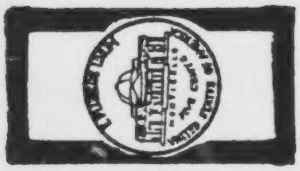
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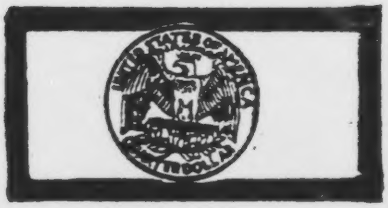
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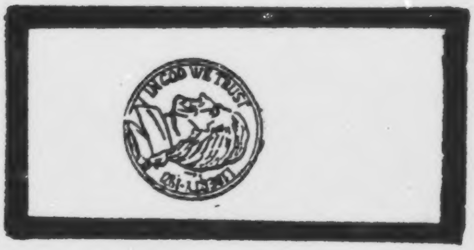
ONE DOLLAR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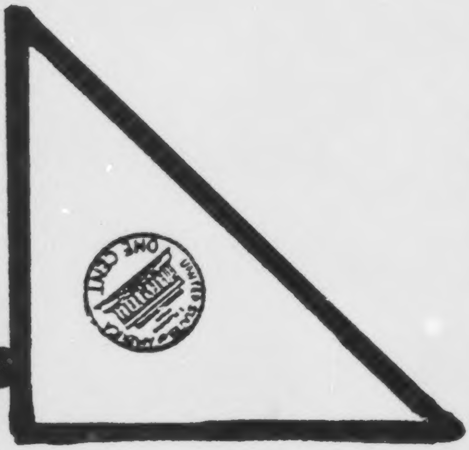
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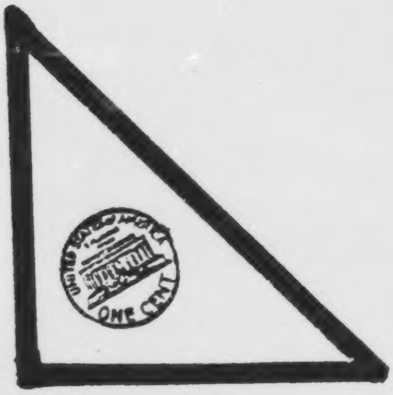
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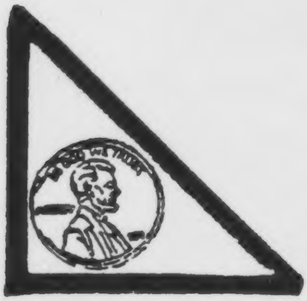

IN GOD WE TRUST

COIN TRADING

OBJECTIVES: Coin values and equivalencies
Set recognition
Mental addition

MATERIALS: game boards (2 included)
pair of dice or a spinner (spinner dial included in "Math Aids" section)
toy pennies, dimes, dollars (paper ones included)

ACTIVITY:

These trading games may have up to five players plus a banker.

● Each player rolls dice or spins the spinner twice and computes the total.

◐ The banker gives each player pennies equaling the total. (Nine on dice or spinner equals nine pennies.)

◑ The player puts the pennies in the penny row on the gameboard.

◐ When a player obtains 10 pennies, the player must trade for a dime and put it in the dime row.

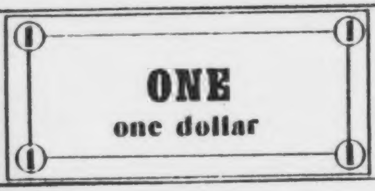
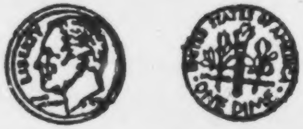
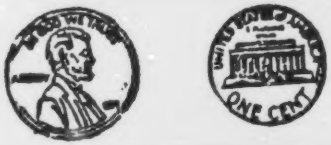
◐ The first player to reach 10 dimes trades them for a $1.00 bill and is the winner.

◐ During the game, the teacher may stop the trading and ask students to count the total value of their coins.

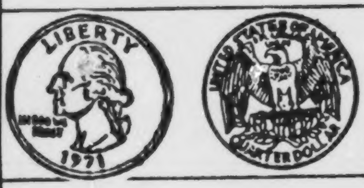
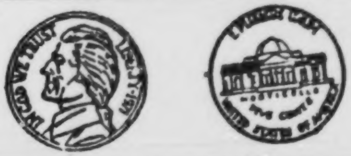
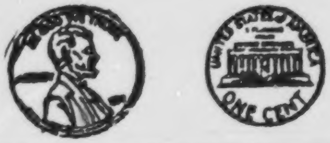
VARIATION:

Coin trading with 1¢, 5¢, and 25¢ use the other gameboard. Four coins are used in a row.
The first student to exchange four quarters for a dollar is the winner.

COIN TRADING - 1¢, 10¢, $1.00

 1 1 ONE one dollar 1 1	 LIBERTY UNITED STATES OF AMERICA ONE DIME	 IN GOD WE TRUST LIBERTY UNITED STATES OF AMERICA ONE CENT

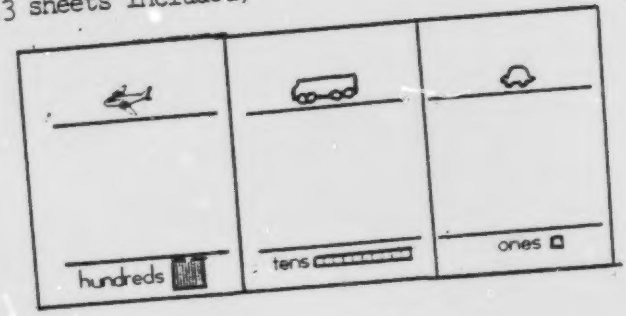
COIN TRADING - 1¢, 5¢, 25¢

 LIBERTY IN GOD WE TRUST 1971 UNITED STATES OF AMERICA QUARTER DOLLAR	 IN GOD WE TRUST LIBERTY 1971 E PLURIBUS UNUM MONTICELLO FIVE CENTS UNITED STATES OF AMERICA	 IN GOD WE TRUST UNITED STATES OF AMERICA ONE CENT

PLACE VALUE WEEKEND

OBJECTIVE: Understand place value (1's, 10's, 100's)

MATERIALS: Place Value Board (3 sheets included)



scotch tape
manila folders
Luv Bugs (included)

Buses (included)

Airplanes (included)

laminating film (optional)
crayons

PREPARATION:

Assemble a class set of Place Value boards. Duplicate the three board sheets, laminate, and tape together. Duplicate, laminate, and cut apart the Luv Bugs, buses, and planes. Distribute Place Value boards, Luv Bug, buses, and planes to students.

ACTIVITY:

- Tell students the following story:

"Let's pretend it's Friday. Many people are leaving town for the weekend. Everyone wants to ride in their cars (have students notice how many happy faces fit in a Luv Bug), but sometimes the freeway gets too crowded. People in cars ride in the "One's Lane". (Have students practice putting various numbers of Luv Bugs on the "One's Lane".) When the "One's Lane" gets ten cars in it, everyone in cars must ride in a bus in the "Ten's Lane". (Have students count how many happy faces fit in a bus.) When the "Ten's Lane" gets ten buses in it, everyone in the buses must ride in a plane. The plane flies over the "Hundred's Lane". (Have students count how many happy faces fit in a plane.)"

"Now let's pretend eight cars are in the "One's Lane". Two more cars get on the freeway. How many cars are in the "One's Lane"? (10) What must they do? (Get out and get in a bus.) Now we have one bus in the "Ten's Lane". Suppose two more cars get on the freeway. How many people are on the freeway? in cars? in buses?"

94-M

PLACE VALUE WEEKEND - cont.

Continue adding more cars and exchanging them for buses.

For more advanced students, continue exchanging ten buses for a plane (a 10 x 10 happy face square).

◐ As students show a certain number of people on the freeway, they write the number.

VARIATIONS:

● Students may use manipulatives such as ones and tens bean sticks to show certain numbers.

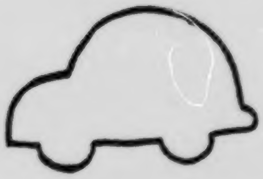
● Teacher shows a combination of cars and buses using overhead transparencies. Students write the standard number (12) and expanded notation (10 + 2).

● Teacher writes a number (12) or expanded notation (10 + 2). Students show it using cars, buses, planes.

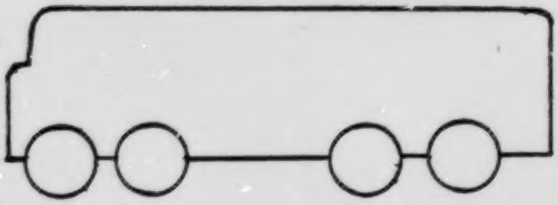
PLACE VALUE WEEKEND

hundreds

PLACE VA WEEKEND



ones ☐



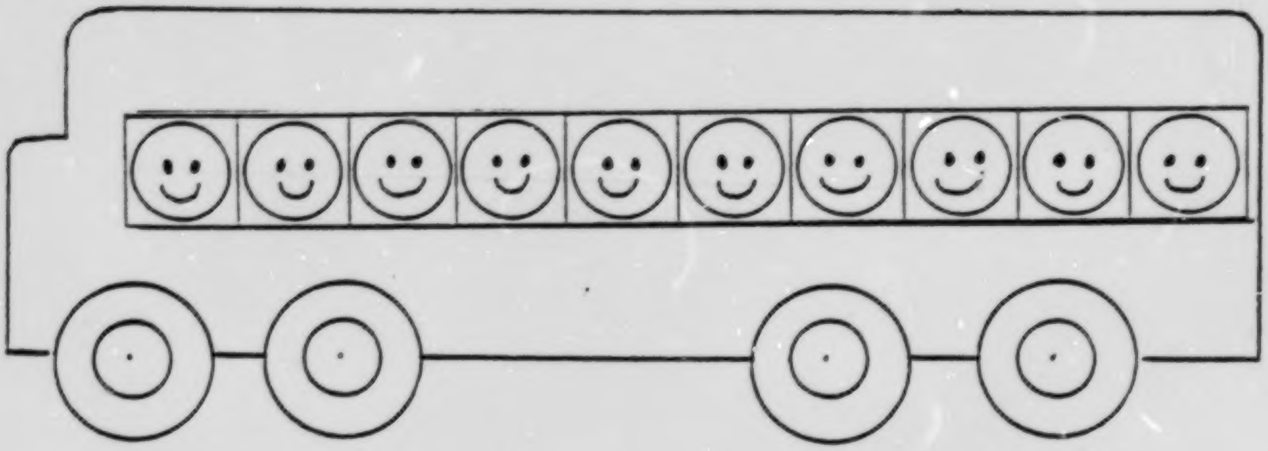
PLACE VALUE WEEKEND

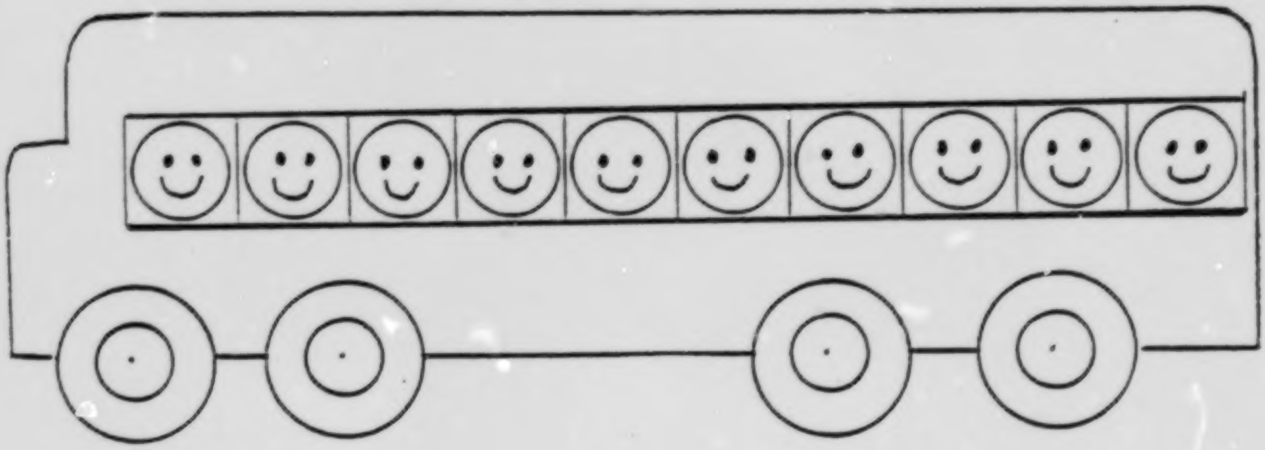
tens

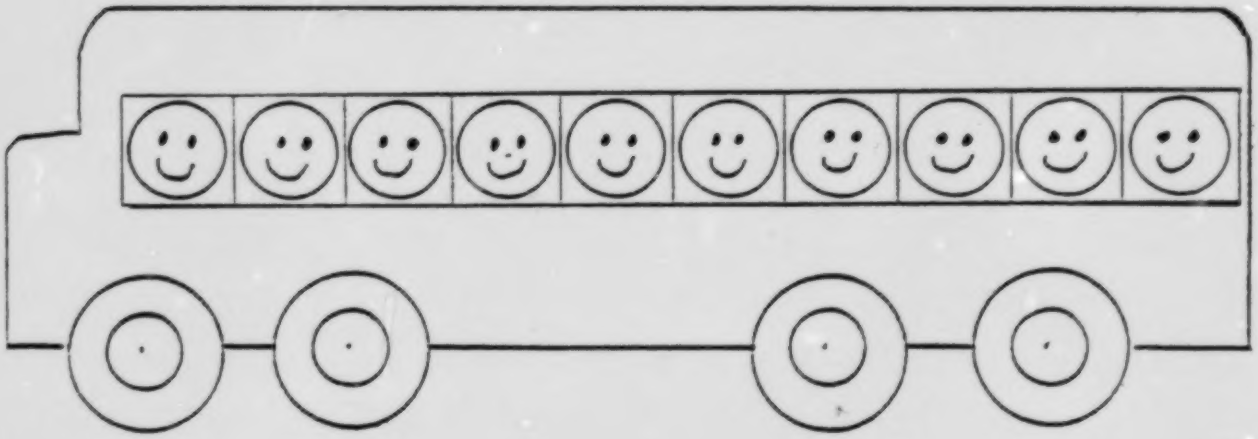
99-M

PLACE VALUE WEEKEND (SMALL)

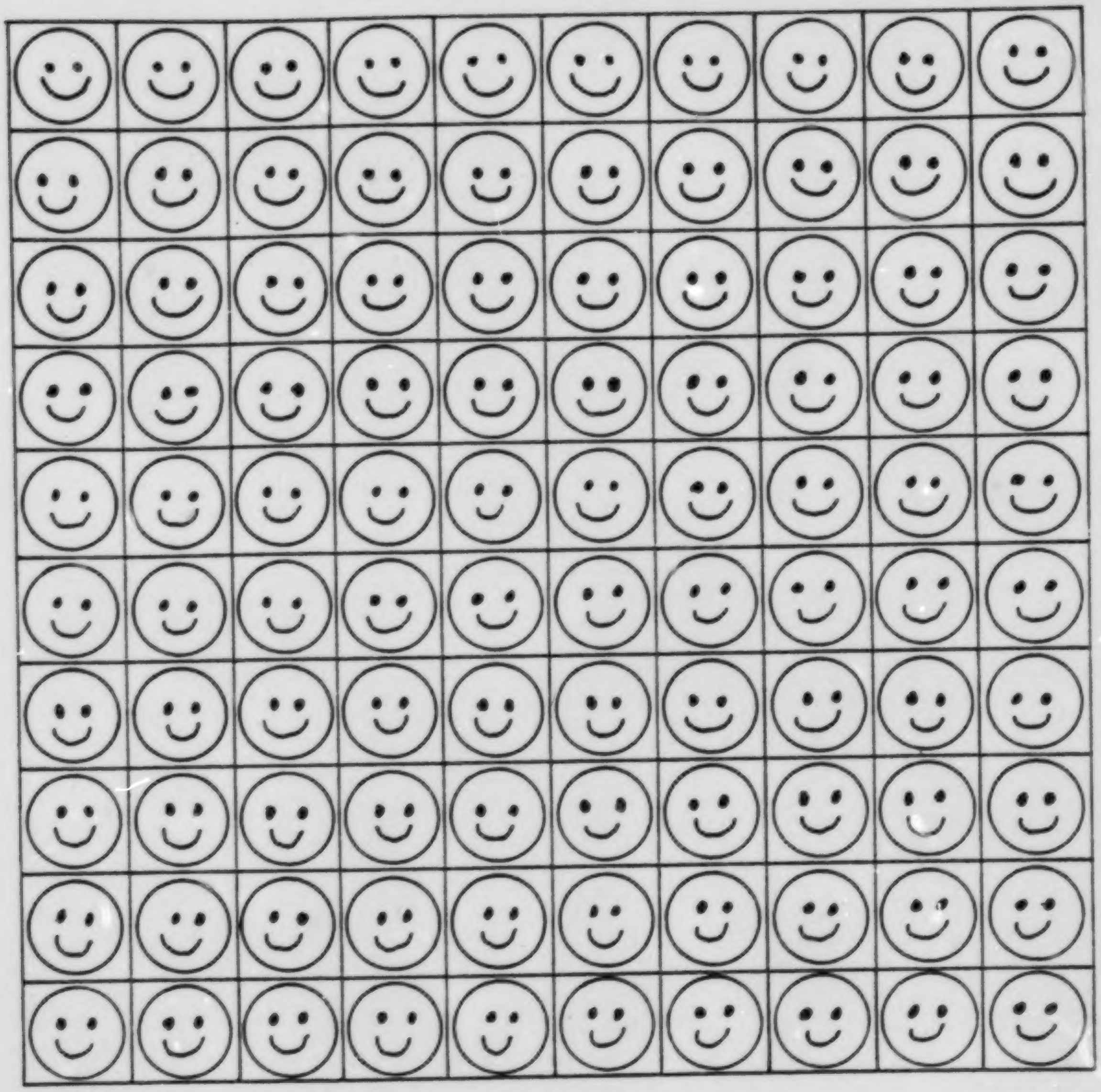
PLACE VALUE WEEKEND







PLACE VALUE WEEKEND



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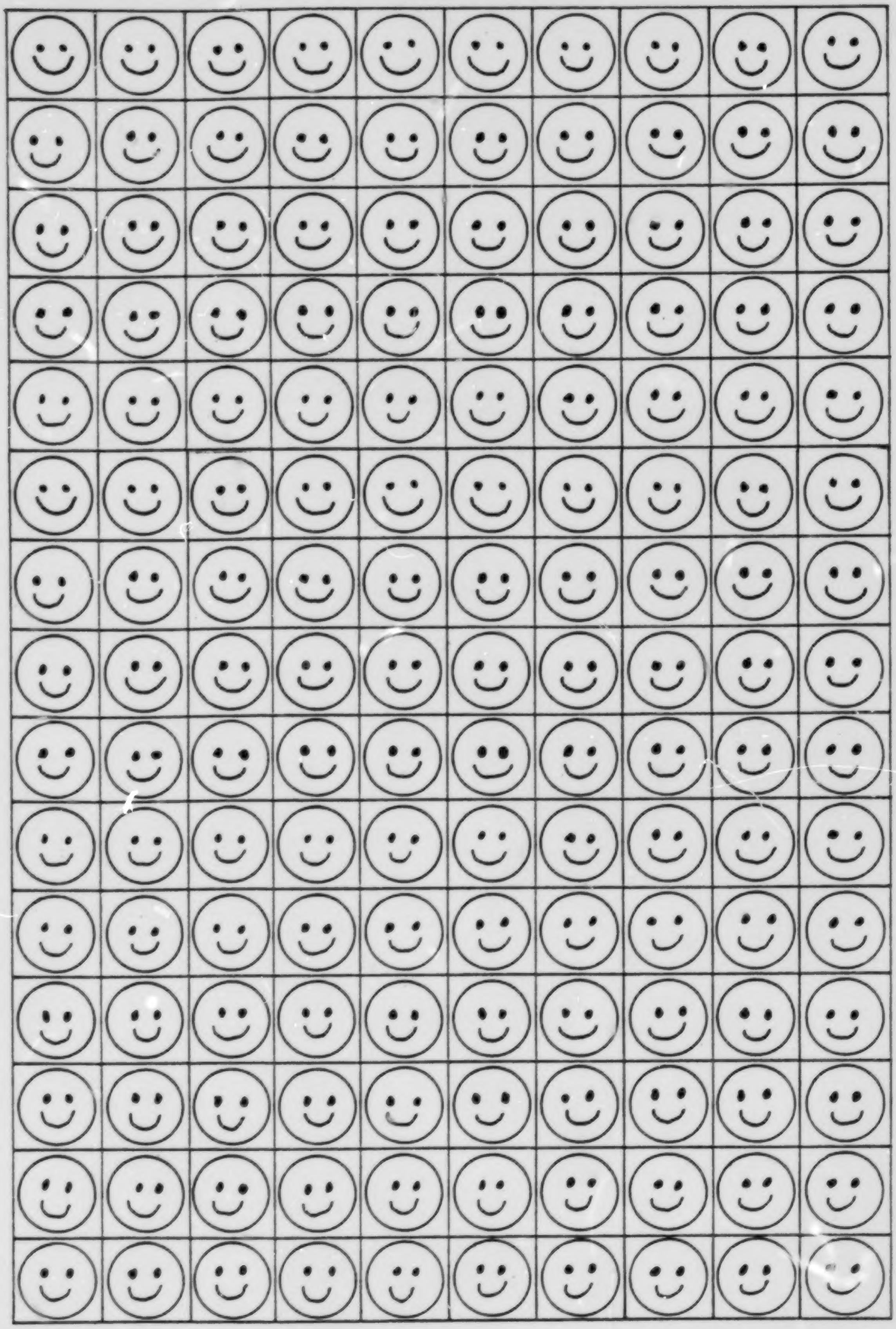
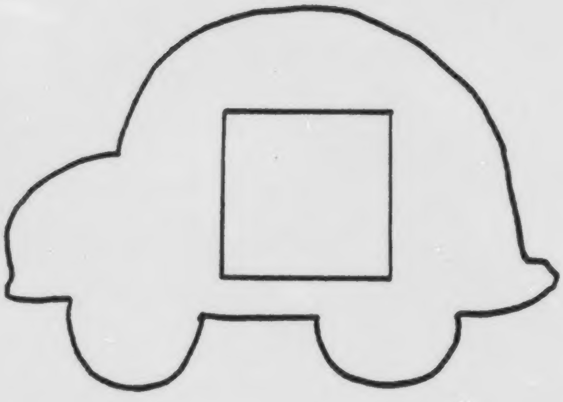
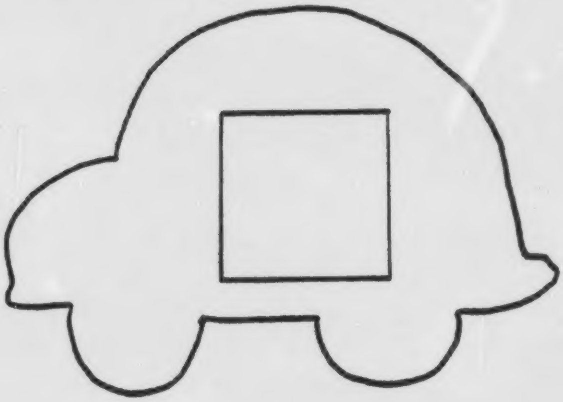
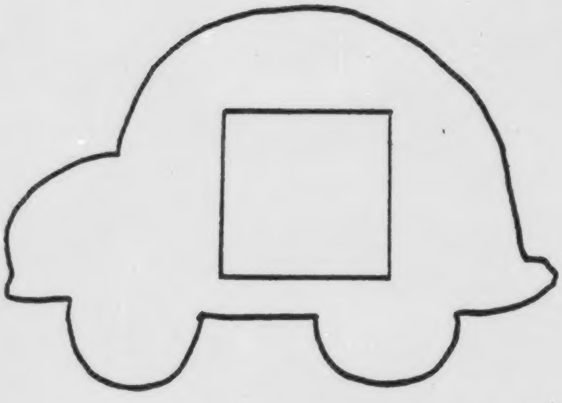
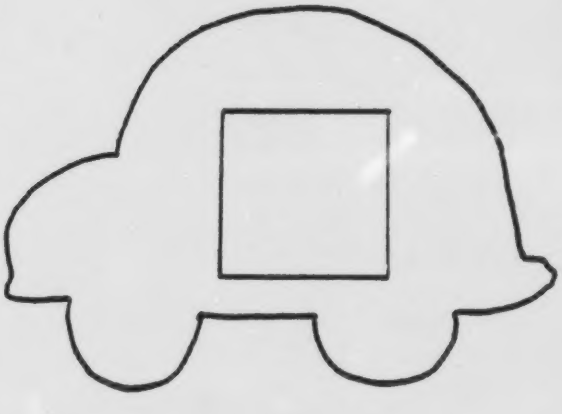


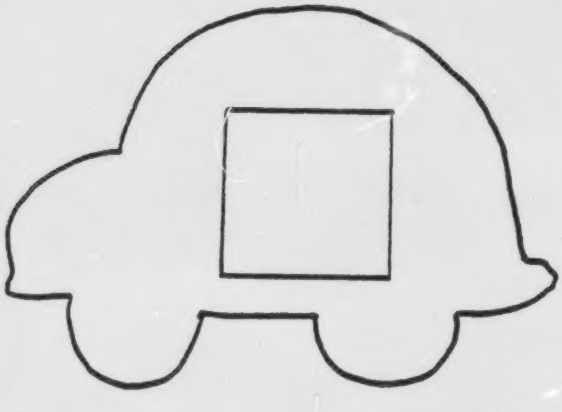
PLACE VALUE WEEKEND (LARGE)

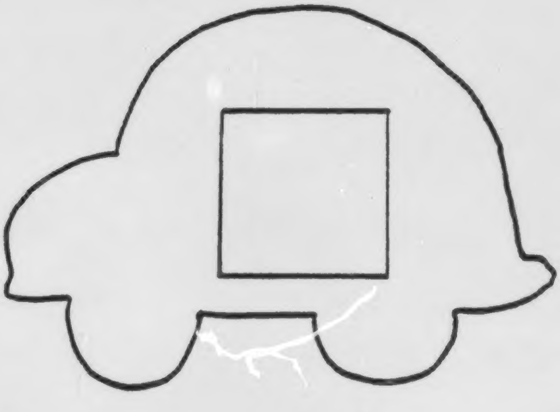






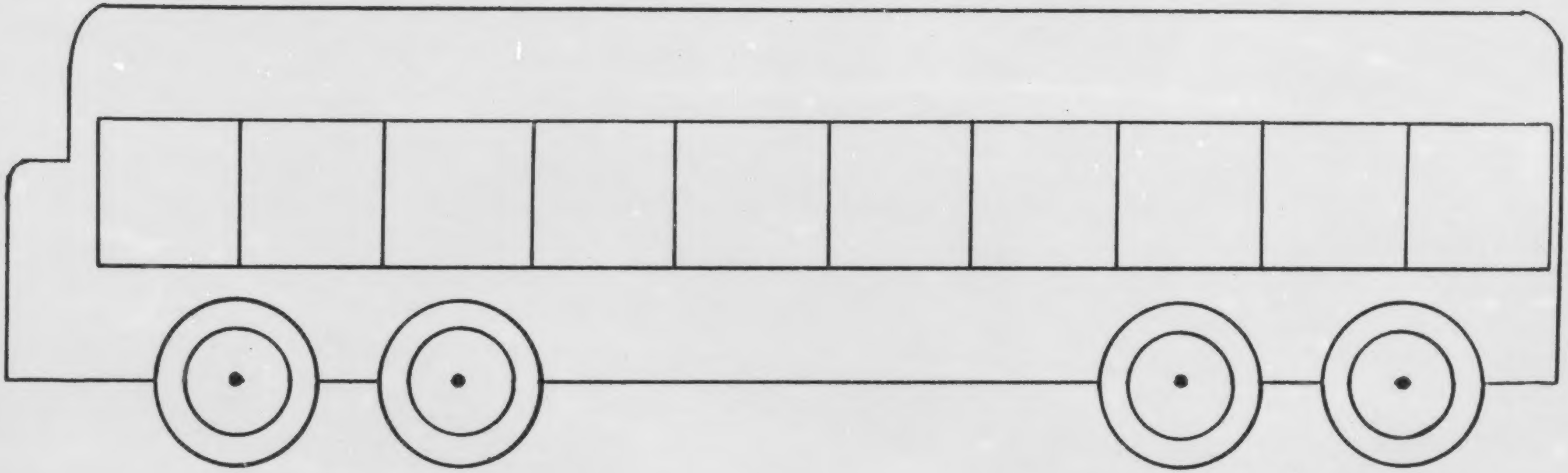


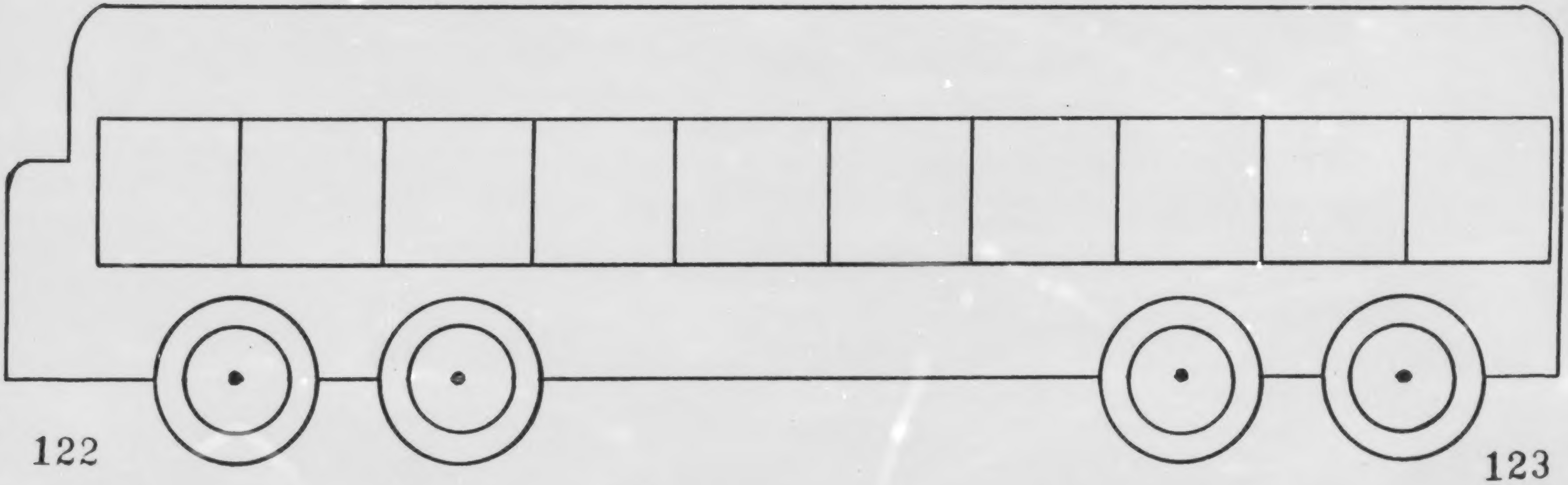




PLACE VALUE WEEKEND

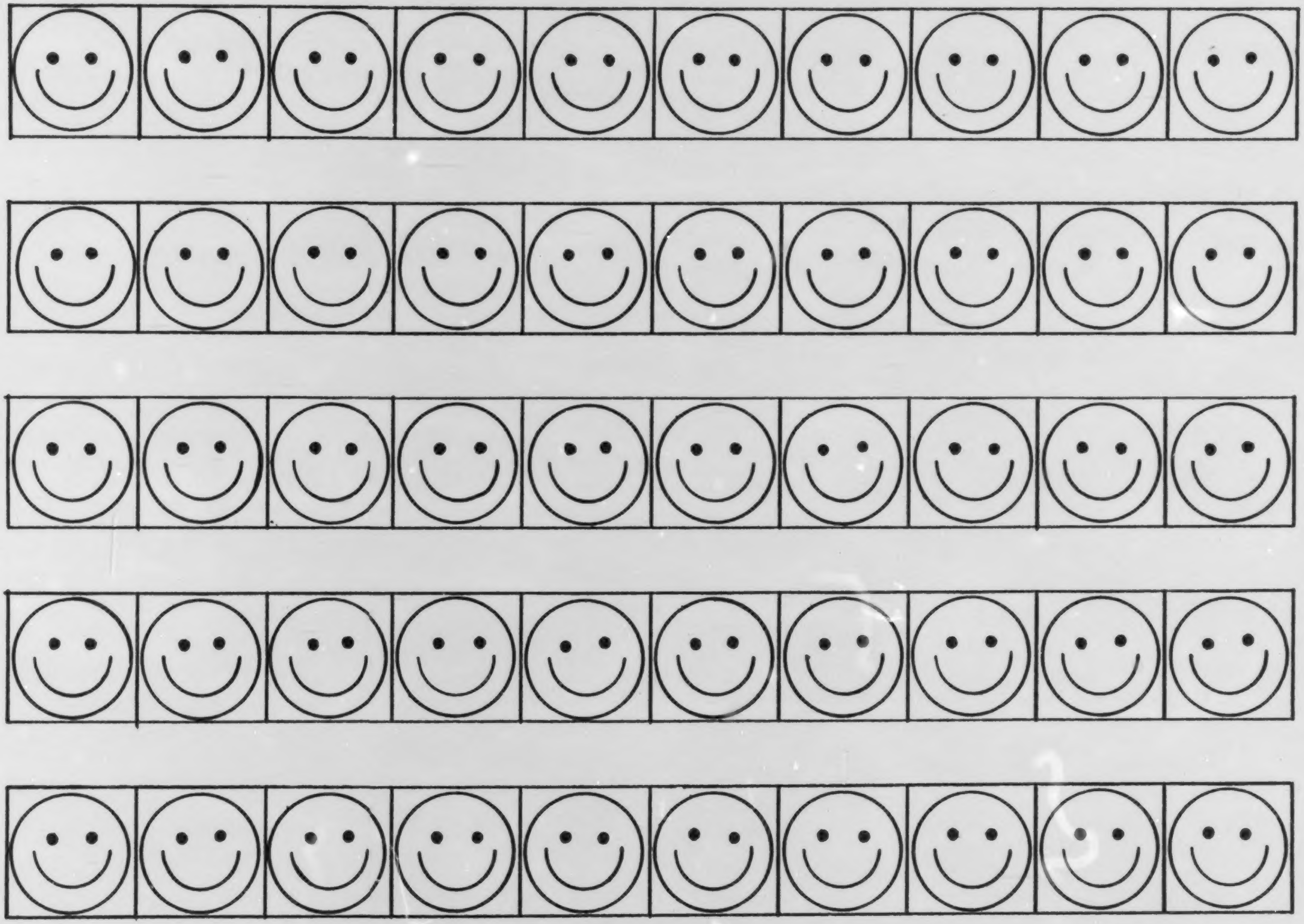
10-M





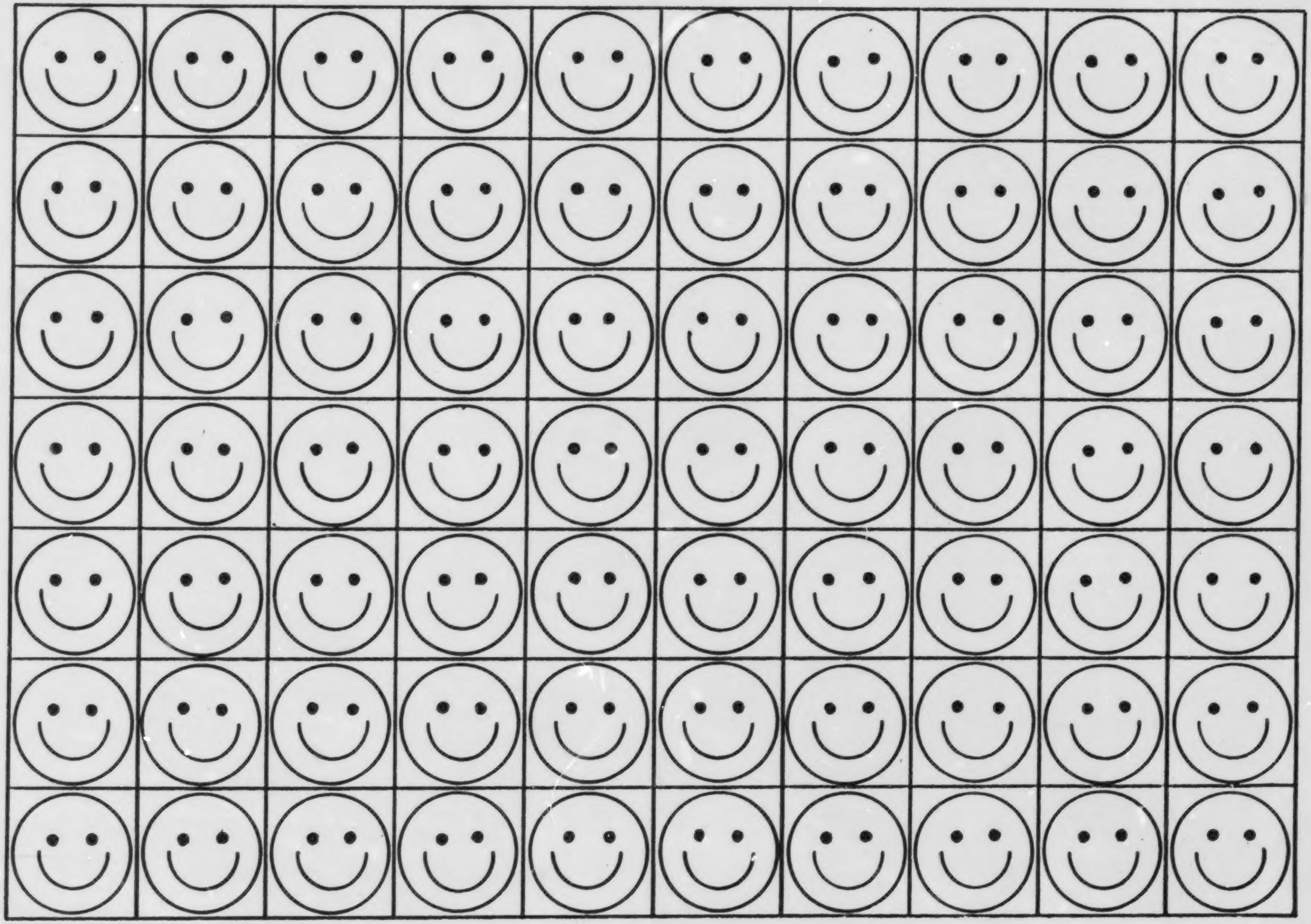
105-M

PLACE VALUE WEEKEND



PLACE VALUE WEEKEND

106-M



HUNGRY HALVES

OBJECTIVE: Understanding fractions

MATERIALS: oranges
knife
pencils
paper

ACTIVITY:

◑ Lead students in the following visualization:
"Close your eyes. Imaging you are holding a nice, fresh orange.
See its bright orange color
Feel the bumpy skin
Feel how heavy and round it is
Peel off a tiny piece of skin
Notice the little drops of juice
Smell it with deep breaths."

◐ "Open your eyes.
Did your imaginary orange look like this one? (show a real orange.)
Was it different? In what way?
How many oranges am I holding?"

◑ "Close your eyes again.
See your orange again.
Imagine you are cutting it into two pieces that are the same size."
(Describe in detail the process as you cut the orange into two equal sized halves.)

◐ "Open your eyes.
Did yours look like this
How many pieces did you 'cut' yours into?
How many pieces did I cut mine into?"

● "This time watch while I cut another orange. (Cut the orange into two unequal parts and describe the process.)
How many pieces did I cut it into?
Is each piece a half? (no) why?" (They are not the same size.)

● Students draw a large orange cut into halves and label each part ½.

● This procedure can be repeated to demonstrate fourths and eighths, etc. Apples, slices of bread, cakes, pies, etc. can be used in the place of oranges.

FRACTION DOMINOES

OBJECTIVES: Identify fractional names for figures
Match equivalent fractional figures

MATERIALS: Fraction Domino Cards (included)
pencils
scissors
crayons
envelopes

ACTIVITY:

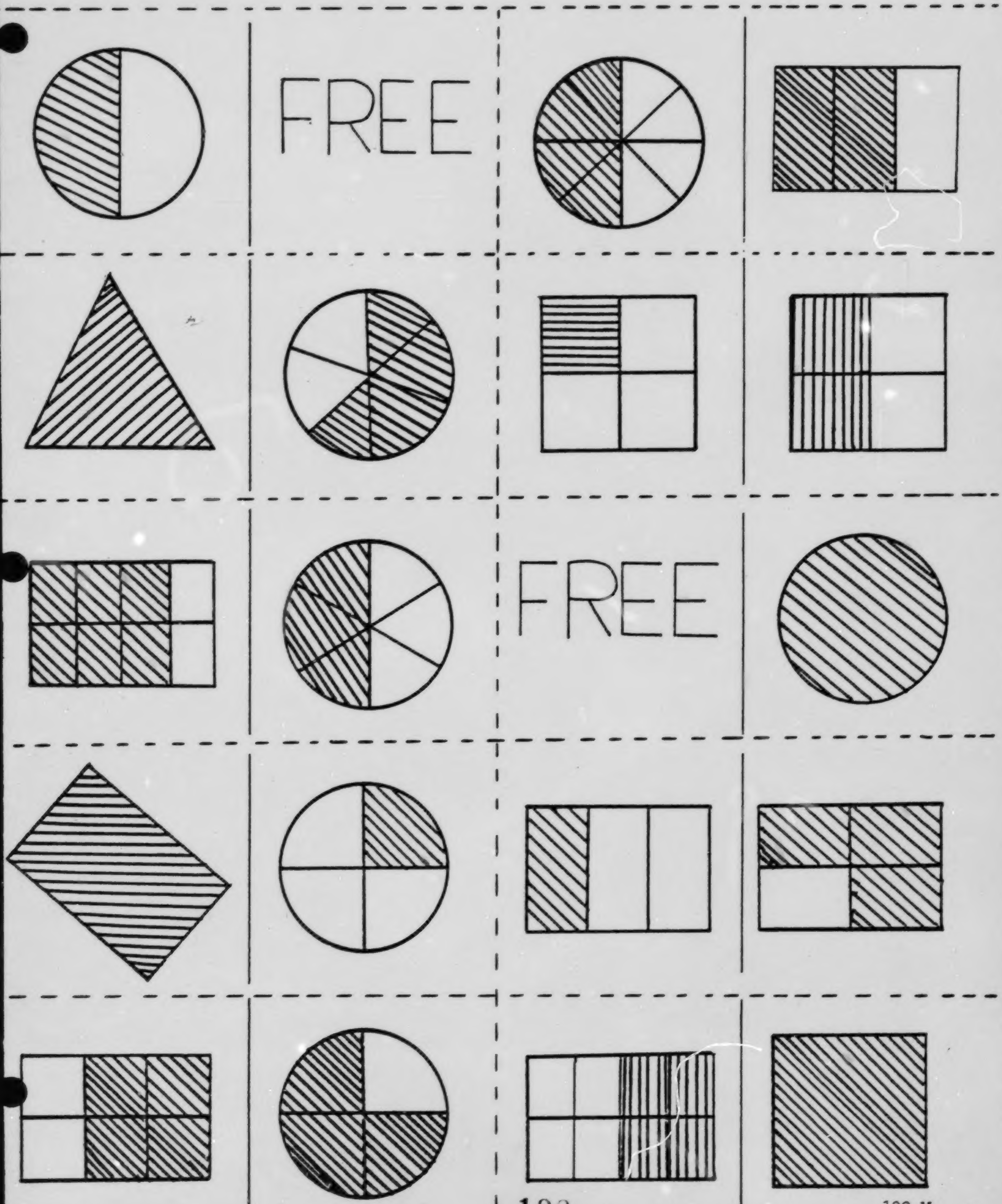
◑ Students cut out the Fraction Domino Cards along the dotted lines only.

◑ Students color the shaded sections of each figure with a light color.

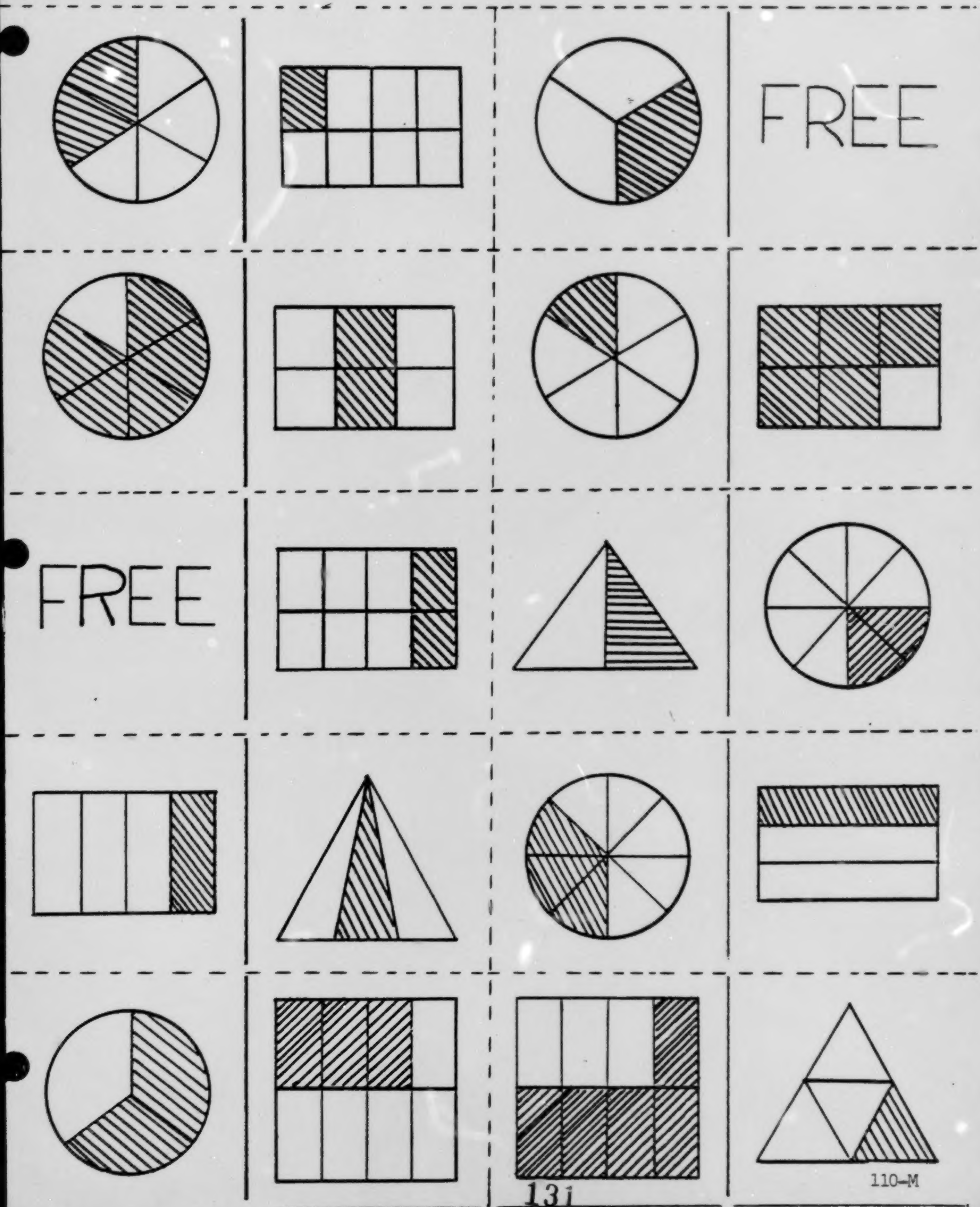
◐ Beside each figure, students write a fractional name for the shaded part of each figure.

● Students play "dominoes" with the pieces by matching equivalent fractions.

FRACTION DOMINOES



FRACTION DOMINOES



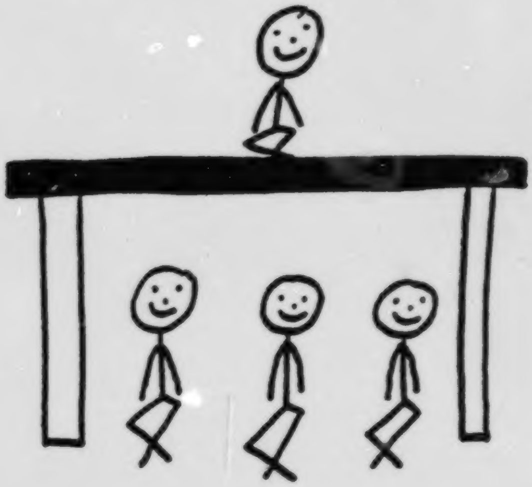
DEMONSTRATING DENOMINATIONS

OBJECTIVE: Understand the concepts of numerator and denominator

MATERIALS: table

ACTIVITY:

- Have students become the numerator and denominator of fractions. For example, with the fraction 1/3, three students sit under a table and one student sits on the table.



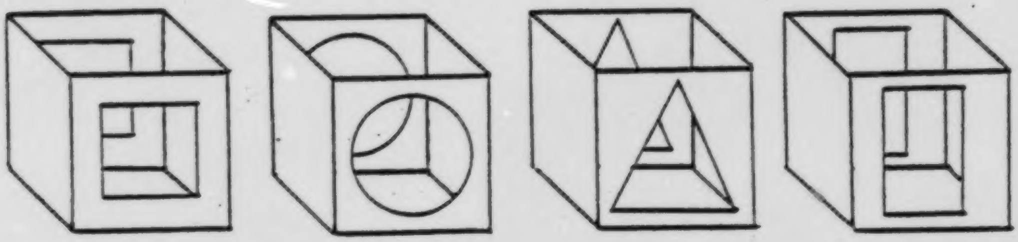
- Tell students that the tabletop stands for the fraction line. The denominator is the number below the table or line; the numerator is the number above the table or line.
- Have students show the numerators and denominators of several fractions.

GEOMETRIC BOXES

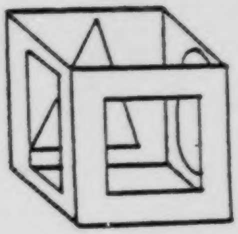
OBJECTIVES: Discriminate between relational words (in, out, beside, next to...)
Recognize geometric shapes

MATERIALS:
5 large cardboard boxes
knife
yardstick
large circular pattern
pencil
2" wide vinyl packaging tape

PREPARATION: Draw and cut out a large square, circle, triangle, or rectangle on 2, 3, or 4 sides of a box. Tape the box together.



Draw and cut out a square, circle, triangle, and rectangle on each side of a box.



ACTIVITY:

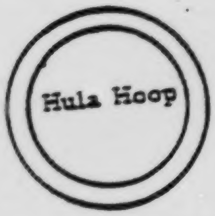
- Teacher asks child to:
  - crawl into a shape box (circle, square, rectangle, triangle)
  - crawl, hop, run, jump around a shape box
  - sit or stand beside a shape box
  - crawl into a rectangle opening and come out the circle opening (4-shape box)

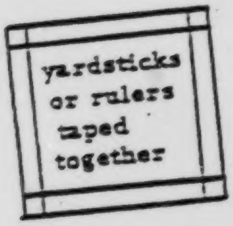
GEOMETRIC SHAPES

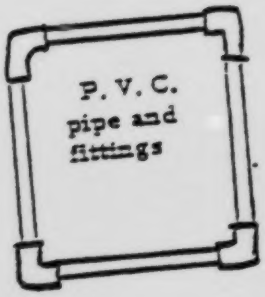
OBJECTIVES: Discriminate between relational words (through, beside, over, unddr, around, into...)

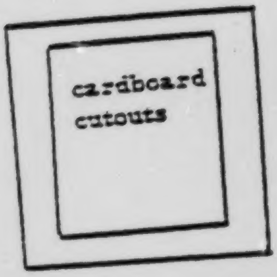
MATERIALS: Hula Hoops
yardsticks or P.V.C. pipe and fittings
masking tape
cardboard

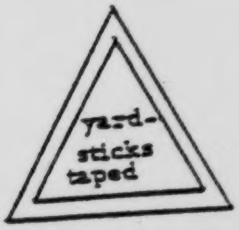
PREPARATION: Make several geometric shapes out of various materials:

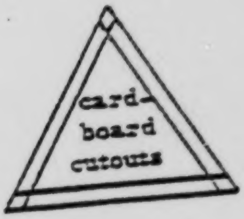



yardsticks
or rulers
taped
together


P. V. C.
pipe and
fittings


cardboard
cutouts


yard-
sticks
taped


card-
board
cutouts

ACTIVITY:

- Teacher asks child to:

  stand, sit, lay, jump beside a shape
  walk through a shape
  jump into a shape laying on the floor
  hold a shape over their head
  lay under a shape
  walk, skip, hop, jump around a shape

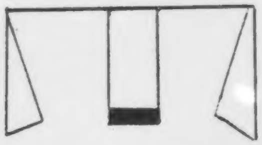
SHAPE WALK

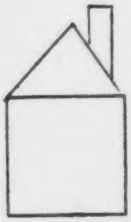
OBJECTIVE: Recognize basic geometric shapes in everyday objects

MATERIALS: 5" x 8" index cards
pencils
crayons

ACTIVITY:

- Lead students on a "shape walk" looking for geometric shapes in the environment.



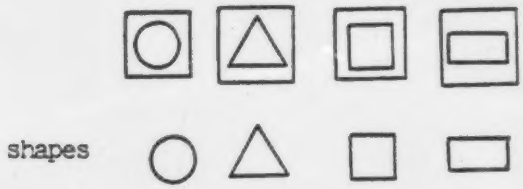


- Give each student several index cards. Walk along and stop at intervals so students can draw an object on a card. The object should contain at least one basic geometric shape.
- After returning to class, have students trace the basic shape in color on each card.
- Display cards on a bulletin board. They may be arranged by shape.

SANDBOX SHAPES

OBJECTIVES: Recognize shapes
Draw shapes

MATERIALS: sandbox/sand tray
shape templates
miscellaneous objects (jar lids, boxes, etc.)



ACTIVITY:

Students lay template and shapes in sand.

Students trace around inside of template and outside of shapes.

Ask student to name the shape that is being traced.

Ask student to find another object in sandbox that has a similar shape (example:circle = jar lid).

Ask student to trace a shape that looks like a wheel, a tent, etc.

MAKE A SHAPE

OBJECTIVE: Tactile and visual recognition of basic geometric shapes

MATERIALS: sand, finger paint, playdough, etc.
Geometric Shape Sheet (included)

ACTIVITY:

◐ Have students identify all shapes of the Geometric Shape Sheet.

Have a student come to the front of the group and turn face away.

Have a student from the group point to one of the shapes on the Geometric Shape Sheet.

◐ Using your fingers, draw the geometric shape on the student's back.

◐ Have that student name the shape that was drawn.

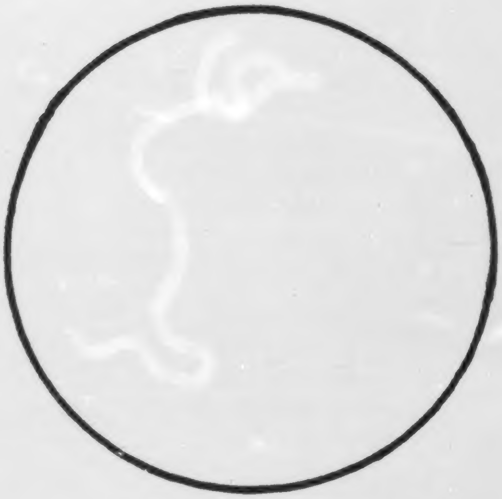
◐ Have that student point to the correct shape on the Geometric Shape Sheet.

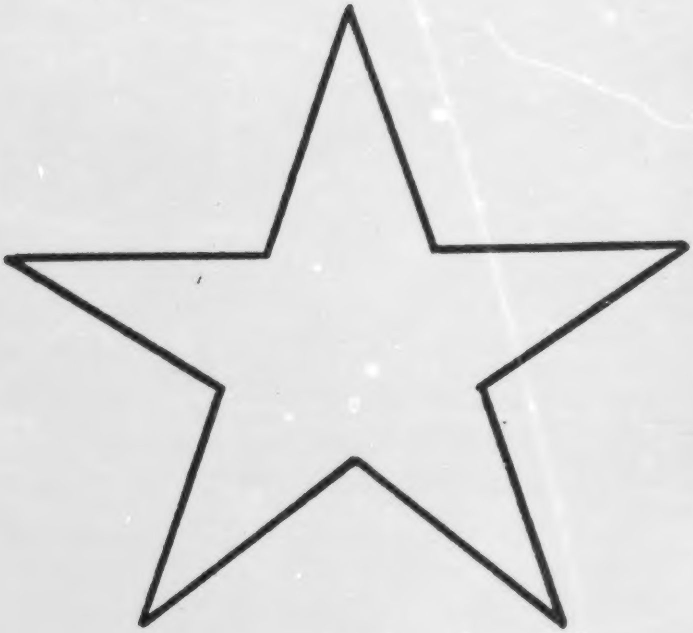
FOLLOW-UP:

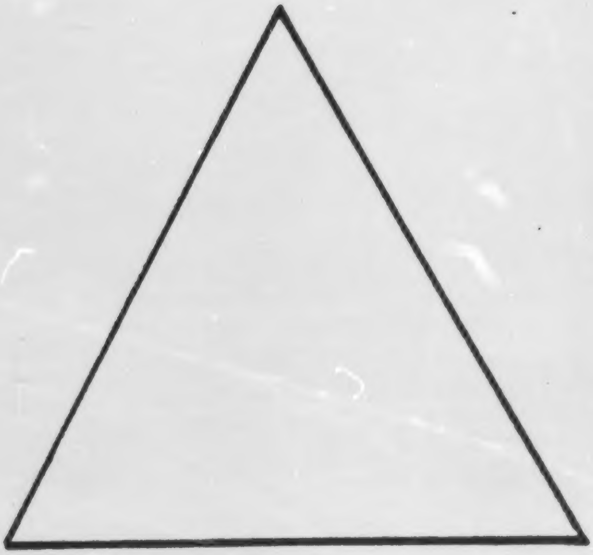
Students draw shapes in sand, finger paint, etc.

Students etch a shape in playdough.

MAKE A SHAPE







BEAN SHAPES

OBJECTIVE: Measurement of figures using arbitrary units

MATERIALS: dried beans
pencils
shapes drawn on paper

ACTIVITY:

● Students guess how many beans it will take to cover the perimeter of each shape on the paper.

◐ Students write their guesses inside the shape.

◑ Students lay beans along edge of each shape and count the number of beans.

◐ Beside each shape, students record the number of beans necessary to cover the perimeters.

◐ Students subtract to find the difference between their guesses and the actual number of beans.

Repeat process for the area of each figure.

LEAVE IT TO ME (AREA)

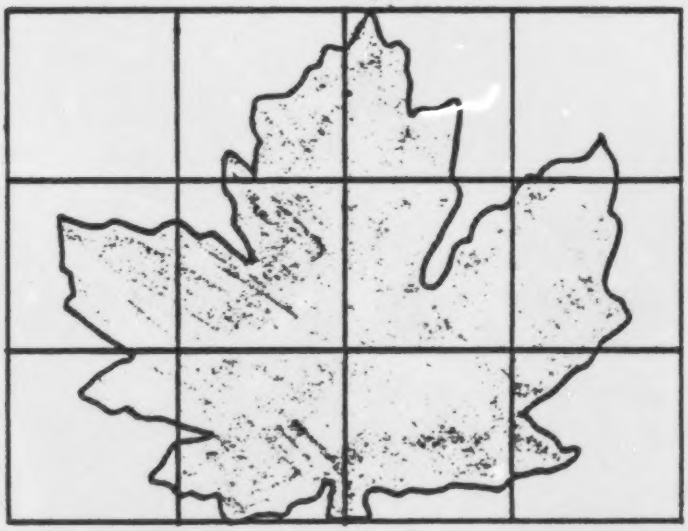
OBJECTIVE: Estimating areas

MATERIALS: 1" graph paper
leaves
pencil, crayons

ACTIVITY:

- ◑ Students place a leaf on a piece of graph paper.
- ◑ Students trace around the leaf.
- ◑ Students color the leaf picture.
- ◐ Students count the number of whole squares colored.
- ◐ Students count the number of complete and partially colored squares.
- ◐ Students write the area of the leaf along its edge. (i.e. Area = 4 to 10) square inches.)

Area = 4 to 10 square inches



SQUARES & MORE SQUARES

OBJECTIVE: Figure areas of objects using standard units

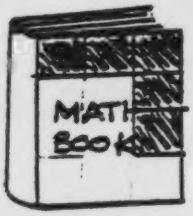
MATERIALS: 4" x 4" construction paper squares
pencils
drawing paper
various flat objects

ACTIVITY:

● Students guess how many construction paper squares cover a certain object:

text book
desk
counter top
table
window

◐ Students place construction paper squares on top of objects.



◕ Students record the number of squares necessary to cover the object:

Example: area of desk top = 28 square units

SQUARE DEAL

OBJECTIVE: Figure areas of designs using standard units

MATERIALS: 1" graph paper
1" x 1" construction paper squares

ACTIVITY:

◑ Students arrange 1" squares on graph paper in an interesting design or picture.

◑ Students glue squares to graph paper.

◑ Students count the number of squares used and record the total on the graph paper:

area = 15 square units

Variation: Perimeters may also be figured.

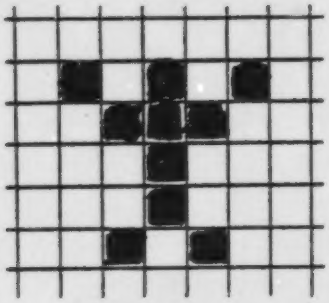
GRAPH PAPER AREA

OBJECTIVE: Understanding the concept of area

MATERIALS: graph paper (various sizes)
pencils
crayons

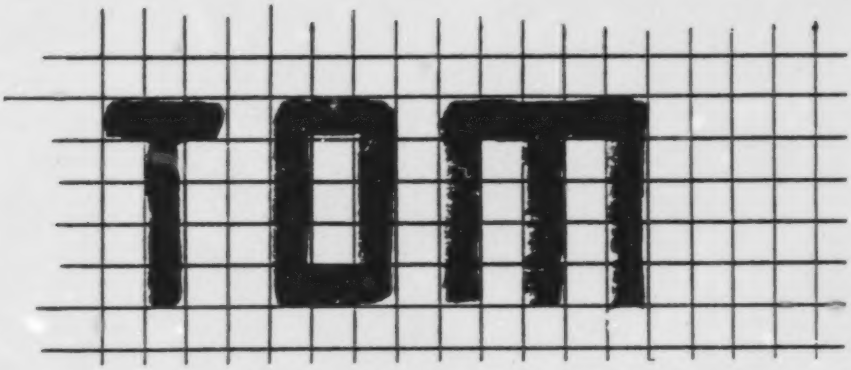
ACTIVITY:

◑ Students draw a picture or design by coloring whole squares on the graph paper.



Area = 10 square units

● Students write their name by coloring squares on the graph paper.



Area = 36 square units

◐ Students count the number of squares colored on their picture, design, or name.

◐ Students write the number of squares they colored (area) on the sheet. (i.e., Area = 31 square inches)

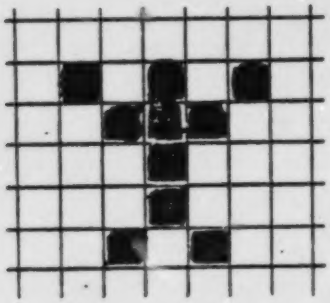
GRAPH PAPER PERIMETER

OBJECTIVE: Understanding the concept of perimeter

MATERIALS: graph paper (various sizes)
pencils
crayons

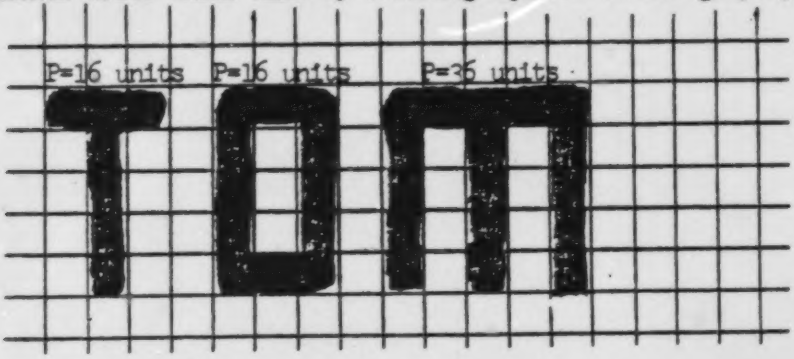
ACTIVITY:

- Students draw a picture or design by coloring squares on graph paper.



Perimeter = 30 units

- Students write their name by coloring squares on the graph paper.



- Students find the perimeter of their picture, design, or name by counting the number of units around the colored squares.
- Students write the perimeters on their paper. (i.e., perimeter = 32 units or P = 32 units)

MAKE-A-CLOCK

OBJECTIVE: Understand times on standard and/or digital clocks

MATERIALS: Make-A-Clock Worksheets 1 - 4 (included)
scissors
glue or paste
one small brad per clock
large standard or digital clock

ACTIVITY:

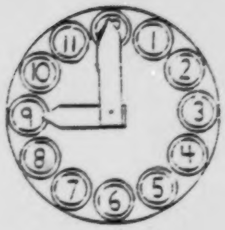
- Assist students in making one of the clocks show below.

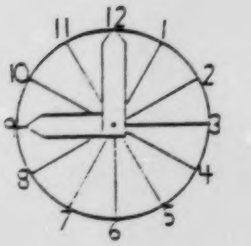
Clock 1—Students locate top of clock, cut out and paste numbers around clock. Cut out and fasten hands to clock. Hands may be colored two different colors. Hold down hour hand—it moves slowly—doesn't hop from number to number.

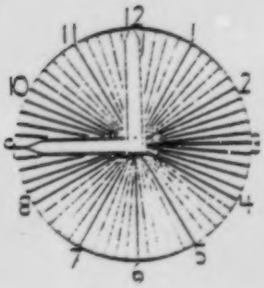
Clock 2—Students cut out and fasten hands. They may color each section a different color representing one hour or five minutes.

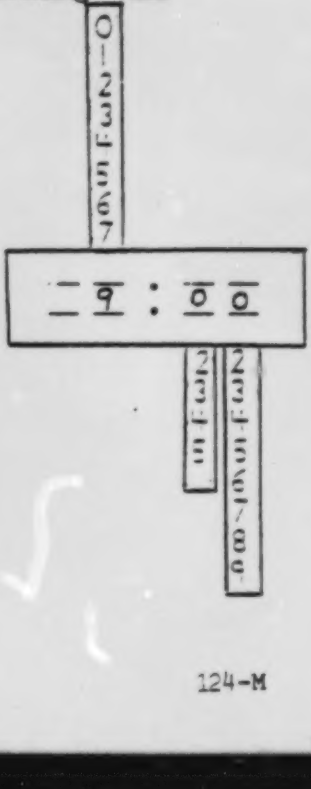
Clock 3—Same as two, except students may color each one minute section a different color.

Clock 4—Students cut number strips, slit openings on clock face, slide strips through the slits matching "time" slits.

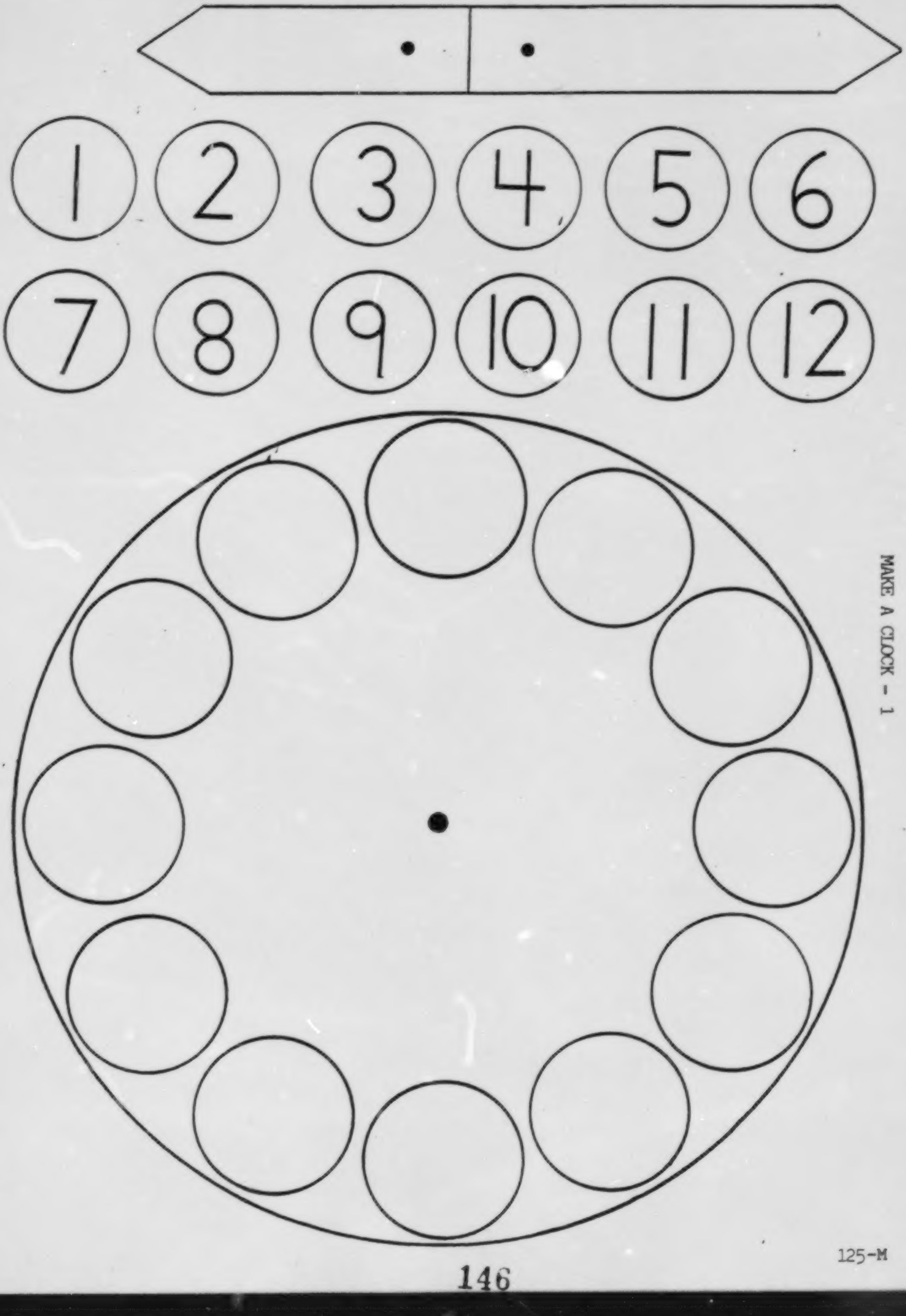




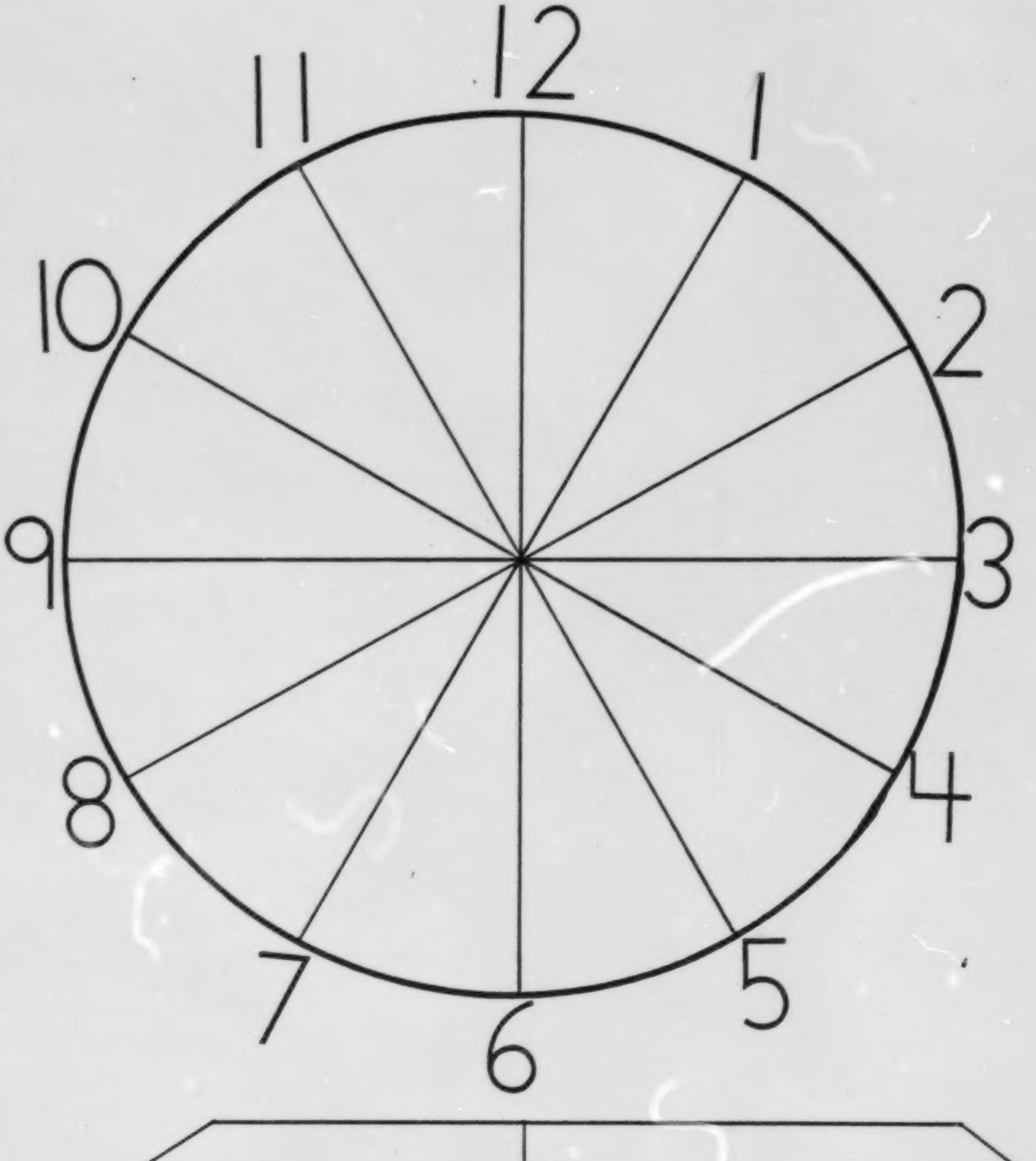




MAKE A CLOCK - 1


1
2
3
4
5
6
7
8
9
10
11
12

MAKE A CLOCK - 2


12
1
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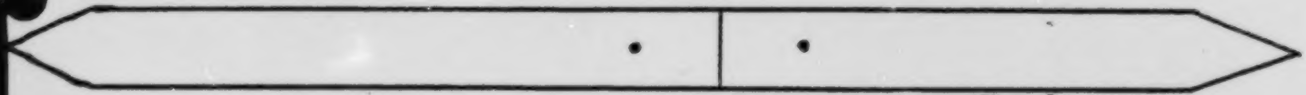
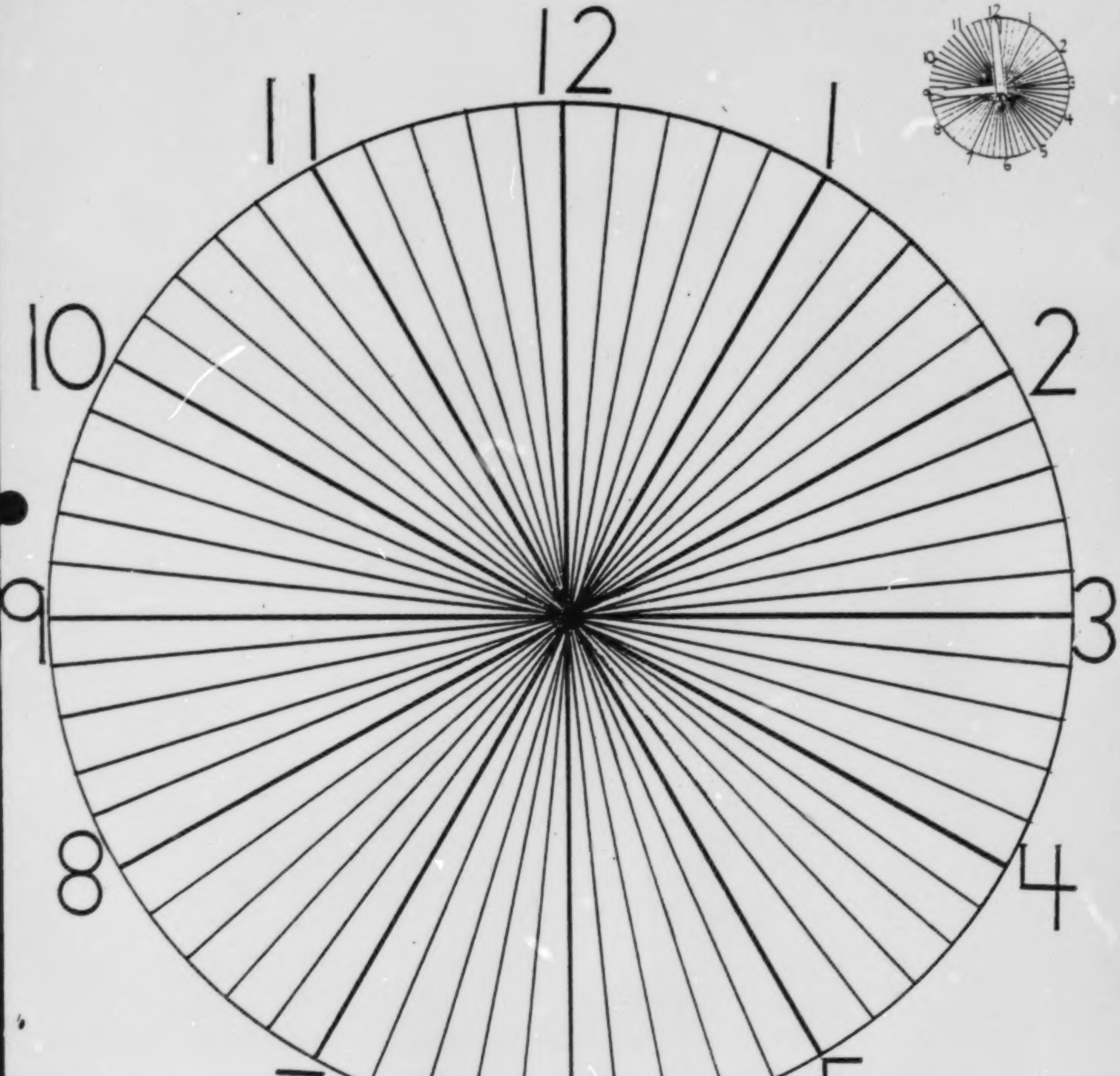
9
10
11

Make a Clock - 3




12
1
2
3
4
5
6
7
8
9
10
11

MAKE A CLOCK - 4

x
xx
xxx
xxxx

x	xx	xxx	xxxx
	0	0	0
	1	1	1
	2	2	2
	3	3	3
	4	4	4
1	5	5	5
	6		6
	7		7
	8		8
	9		9

CLOCK WALK - 1

OBJECTIVES: Identify hour, ½ hour and "afters" on standard clock forms
Convert time from digital to standard clock form

MATERIALS: large numbers 1-12 (included)
30' rope or string for outline of clock
cardboard or rope for hour and minute hands

ACTIVITY:

◐ "See if you can find number 12 in the classroom."
"How many of you found the number 12 on the clock?"
"Today we are going to learn about the clock."

◐ "Place your hands in your lap, look at your hands and close your eyes."
"Picture in your mind a clock."
"Your clock has numbers all around the sides."
"Put your clock somewhere (wall, floor, table)."

● "Tell me about your clock (size, color)."
"What number is at the top of your clock?"
"What number is on the bottom of your clock?"
"What number is on the sides?"

We are going to be the hands and numbers of a clock (give each student a number: assign two students to be clock hands.)
● "Place your number on the clock and sit by it."

◑ Have a student walk around clock in direction that hands move.

● Have a student walk around clock as students count by five.

◑ "Pretend you are wearing a watch."
"Set your watch."
"What time does it say?"
"How would that time look on our big clock?"

Students move hour and minute hands. Repeat same procedure for additional times:

Get up in morning
School begins
Snack break

Bed
School dismissed
TV programs

FOLLOW-UP ACTIVITIES:

"When I" Worksheets (using digital and standard form student made clocks)
Time Bingo Game

CLOCK WALK - 2

OBJECTIVES: Identify placement of numbers on a standard clock
Identify time on a standard clock

MATERIALS: clock outline: at least 30 feet of rope, string, or yarn
clock hands: eight foot piece of rope, string, or yarn
large numerals (1-12, included)
a record or tape suitable for marching or walking
record player or tape player

ACTIVITY:

◑ Make a circle (at least 15 feet in diameter) on the floor with rope, string, yarn, etc.

● One at a time, have students place numerals in the appropriate place inside of the circle to form clock face.

◑ Have a student stand outside the circle beside each numeral.

● Teacher taps a number (1-12).
Upon hearing their numbers, students hop onto the corresponding numerals.

● When all 12 students are on the numerals, go to the center of the "clock" and place the hands (rope) on the clock and ask each student, "What time are you?"

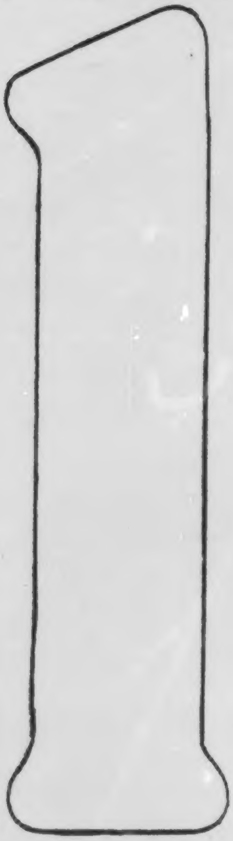
◐ Student standing on "8" would reply:
"I'm 8 o'clock."

◐ Point to a student and ask the group to tell on what time the student is standing.

● A recording may be played while students walk from numeral to numeral on the clock. Another student walks around the inside of the clock holding the end of the hour hand. The music is stopped at intervals, and if the hour hand is pointing at a student, that student must say what time it is.

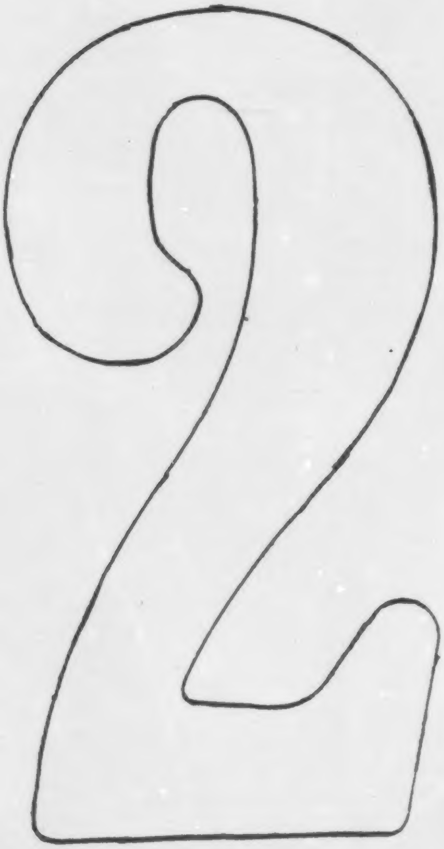
Clock Walk

one



Clock Walk

two



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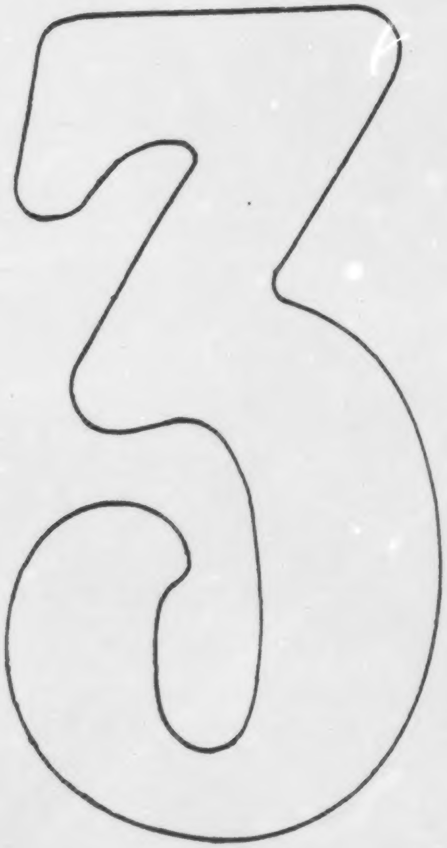
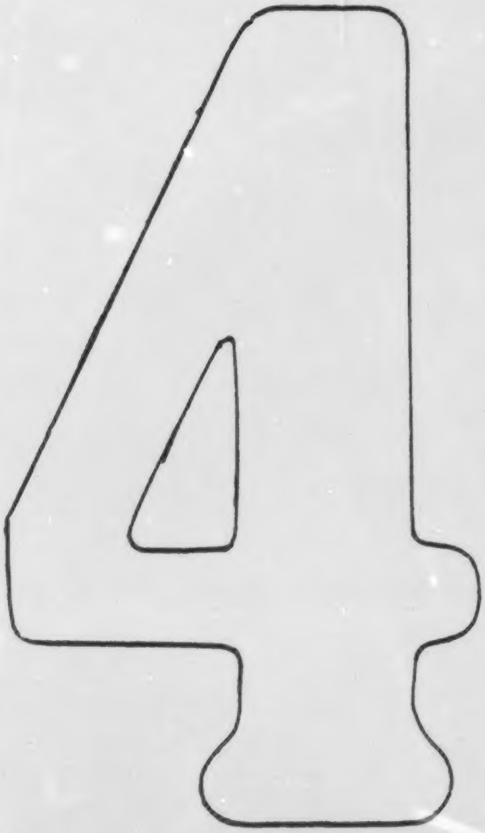
Clock Walk

three



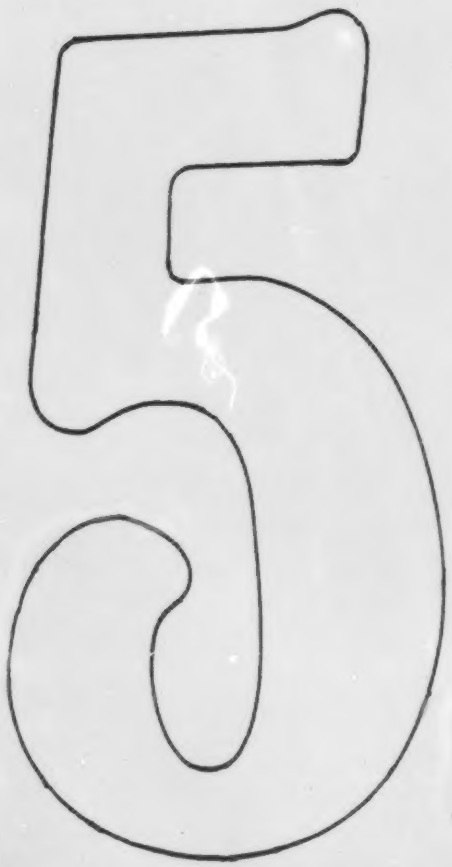
Clock Walk

four



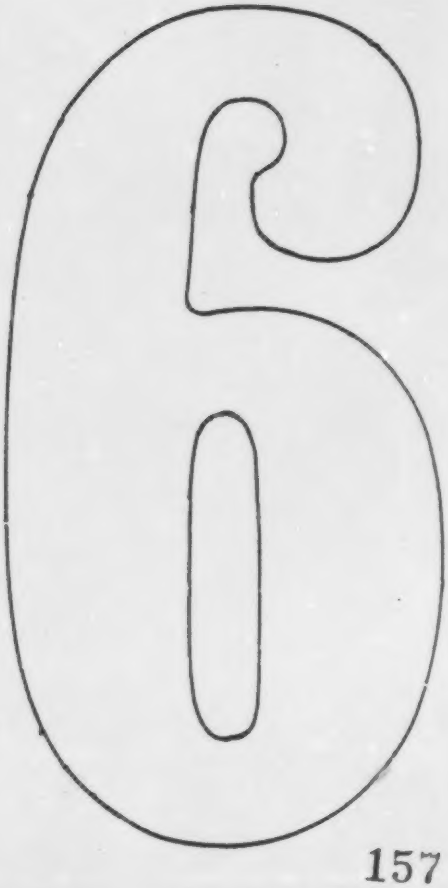
Clock Walk

five



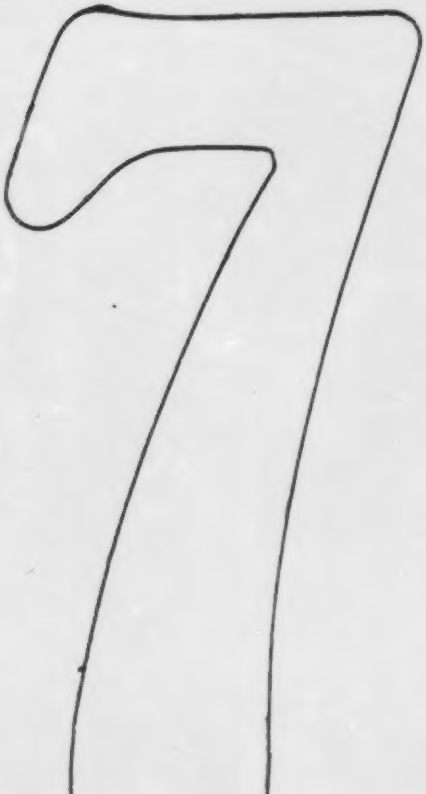
Clock Walk

six



Clock Walk

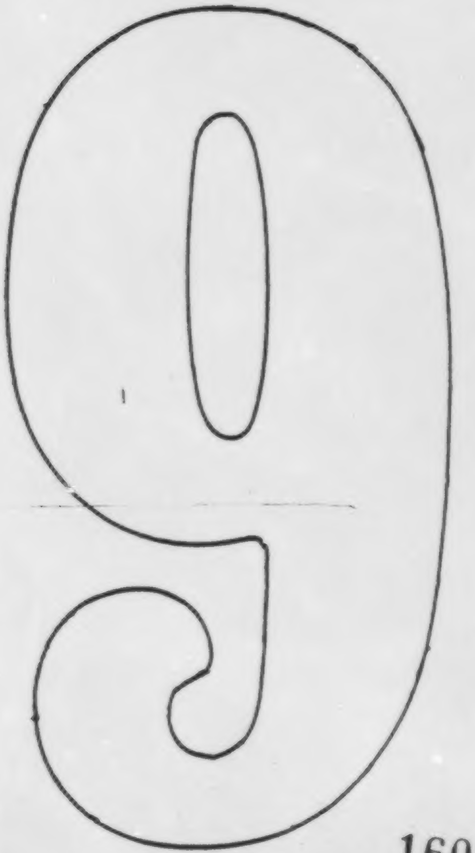
seven



eight

8

nine



ten

10

eleven

11

twelve

12

CLOCK COUNTING

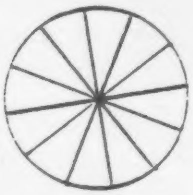
OBJECTIVE: Understand one minute and five minute intervals of time

MATERIALS:
Clock Counting Worksheets 1 and 2 (included)
pencils
crayons
standard clock

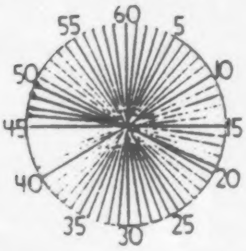
ACTIVITY:

This activity is best done if started slightly before "the hour". It may be most productive when done as an "extra" during a regular lesson.

- Clock Counting - 1: A student is chosen to be "timer". Every five minutes the "timer" calls out loud and clear the time, (11:05, 11:10, 11:15....). When they hear the time, all students stop their work and color in a five-minute section of the circle. Remind students not to go ahead, since that undermines the objectives of the lesson—to get the feel of how "long" five minutes is and how many five minutes it takes to make an hour.



- Clock Counting - 2: This sheet is done similar to number one, except that for the first 10 or 15 minutes, the "timer" calls out each minute and students only color in one minute at a time. After that, the "timer" may switch to calling out every five minutes.



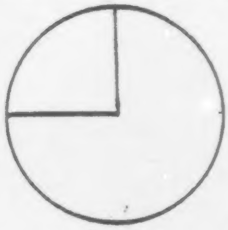
VARIATIONS:

The "timer" might call out 30 minute intervals (11:30-12:00).

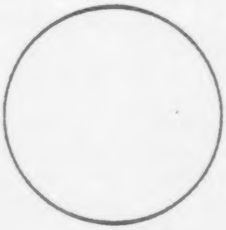
The "timer" might call out 15 minute intervals (9:15, 9:30, 9:45, 10:00).

Clock Counting - 2 Worksheet may be used as a record of "free time" students have earned.

Copies of either worksheet may be colored to show how many minutes various class activities take.

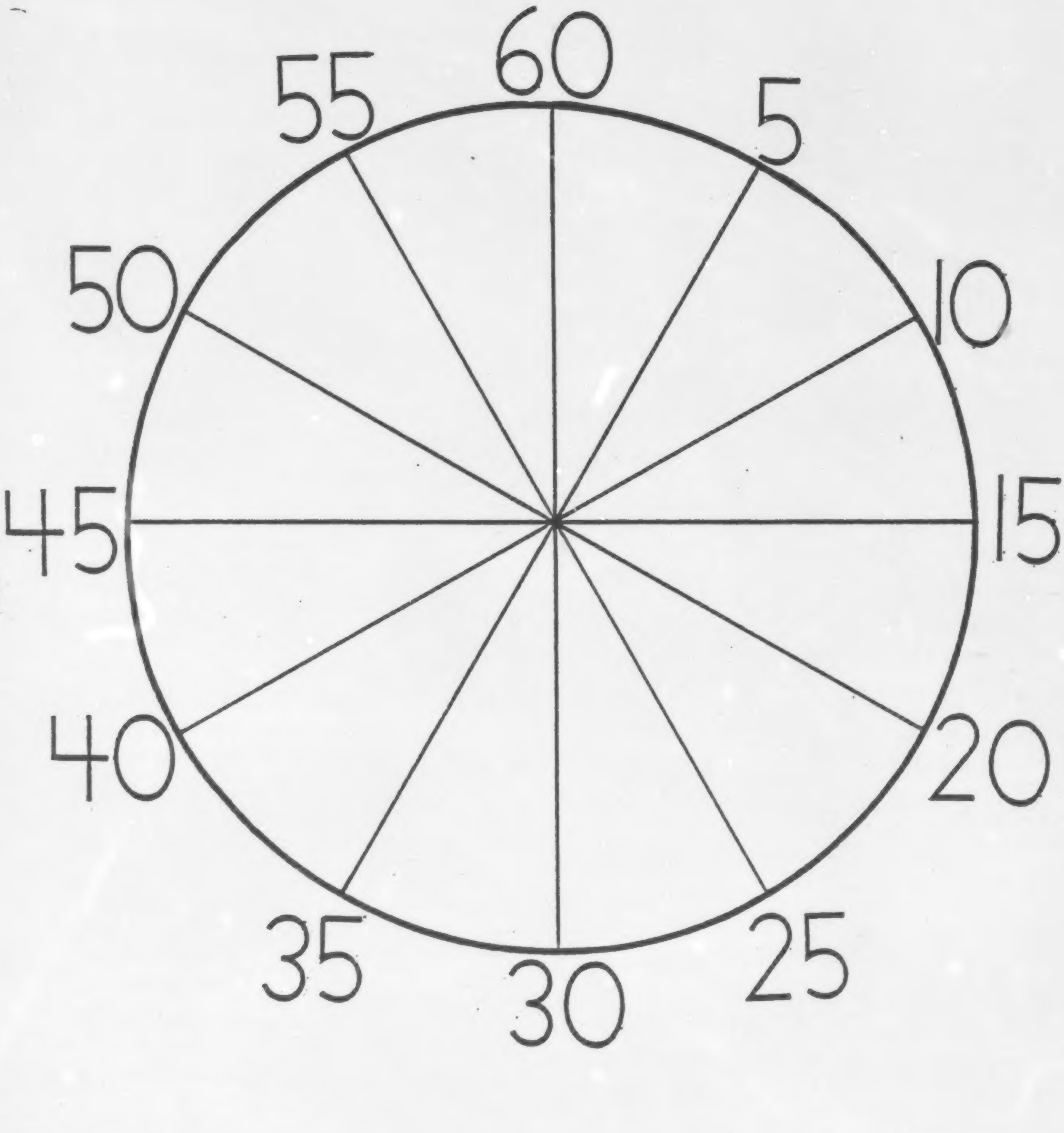


lunch



reading

CLOCK COUNTING - 1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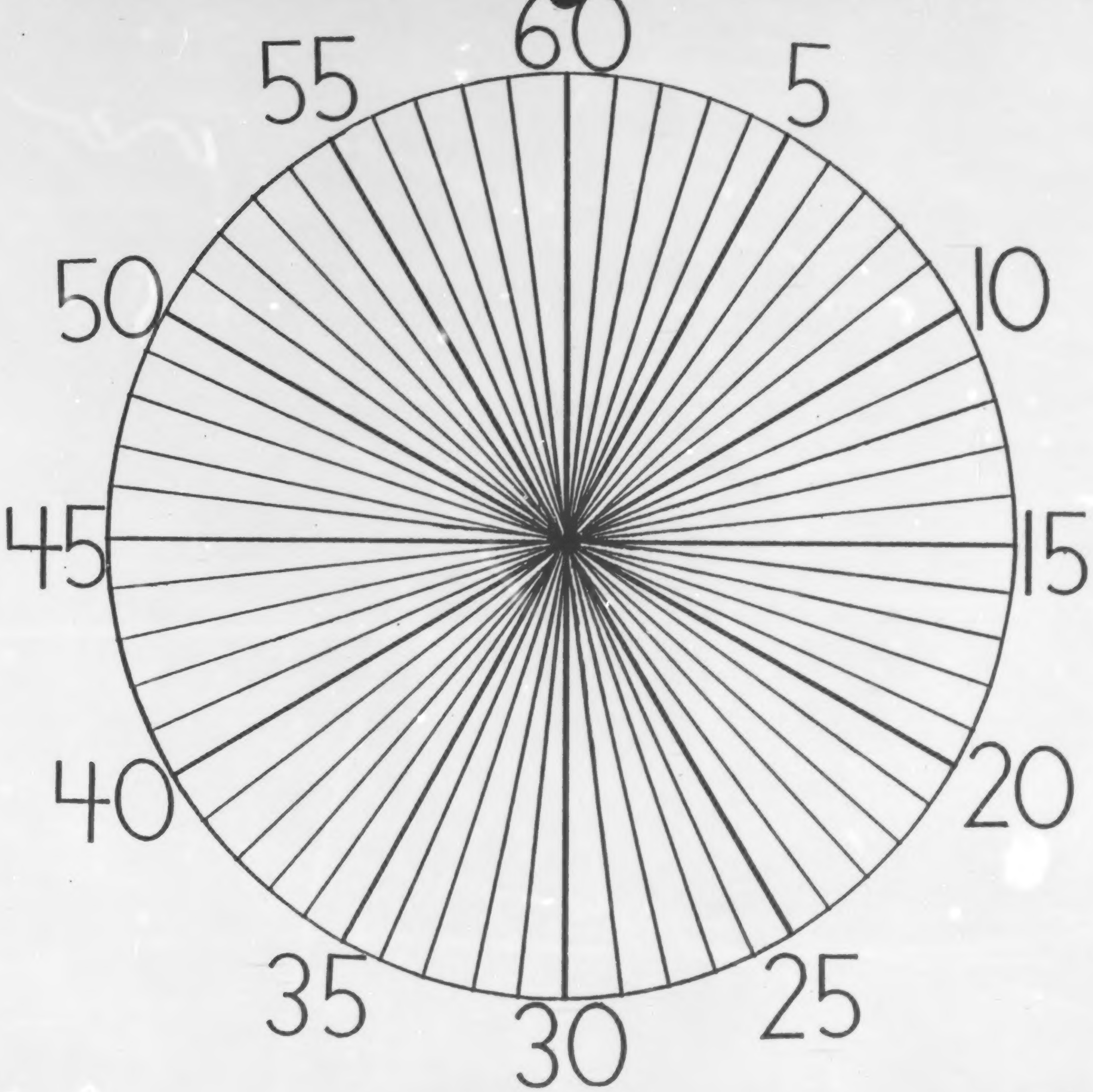
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55

CLOCK COUNTING - 2

145-M

TIME FLIP BOOKS

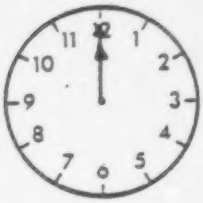
OBJECTIVES: Understand time sequence

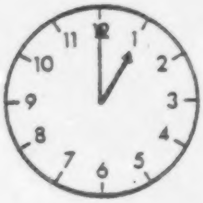
MATERIALS: Time Flip Book Sheets one set per student (included)

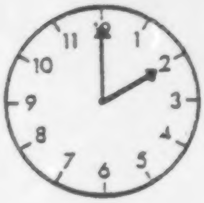
PREPARATION: Cut and collate Time Flip Book Sheets so each student has clocks showing times 1-12.

ACTIVITY:

●Students arrange the clocks in order, starting with 12 o'clock and ending with 11 o'clock.

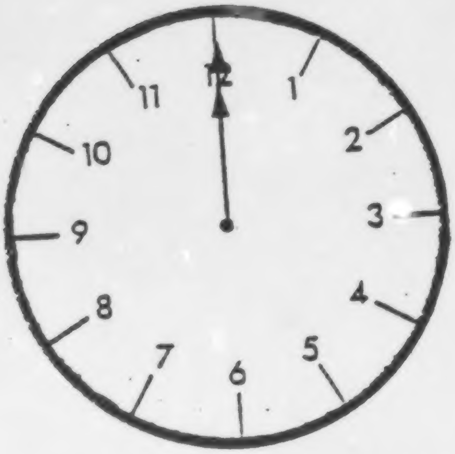


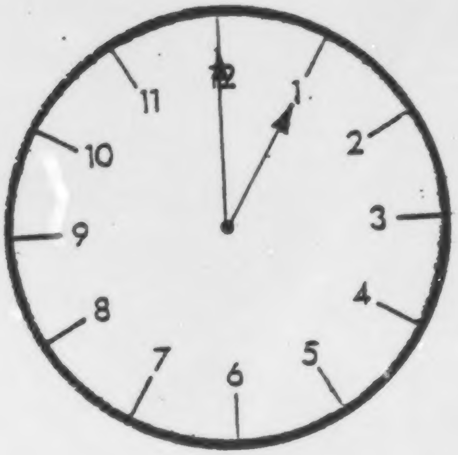


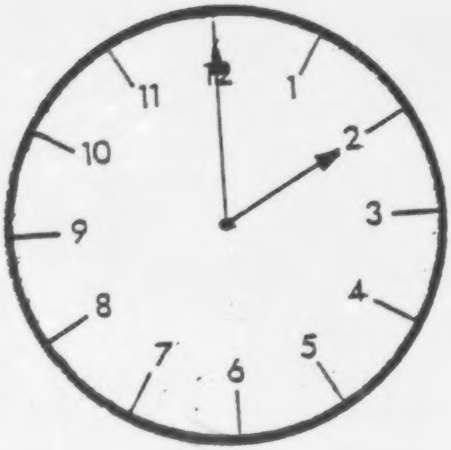


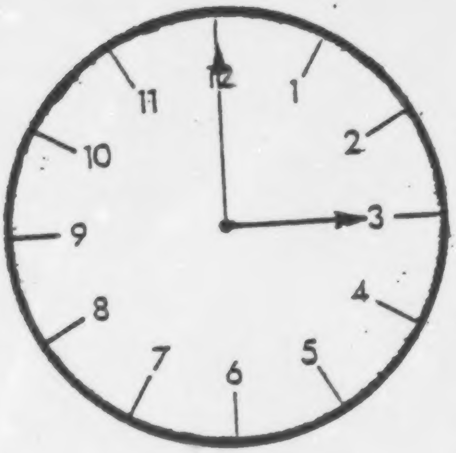
When students have sequenced the pages correctly, the teacher staples books together along the left edge, letting pages slant slightly for easy flipping.

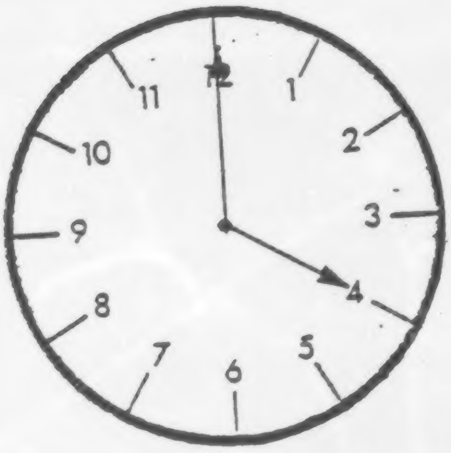
◐Students can then see the "magic hands" moving as they flip their books.

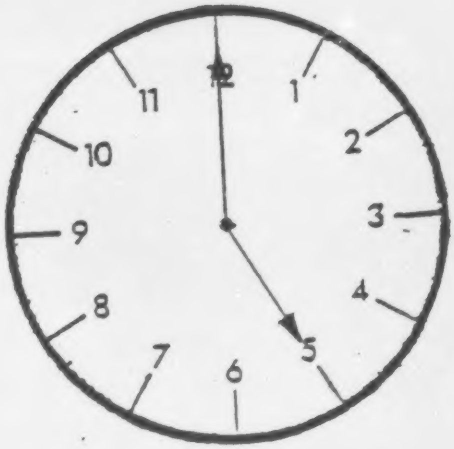


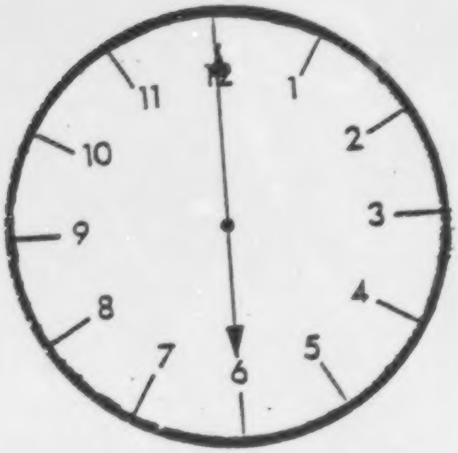


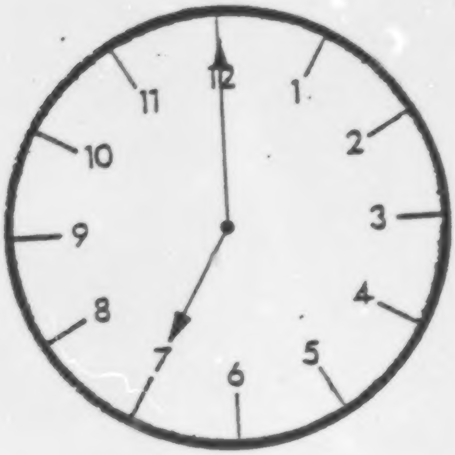


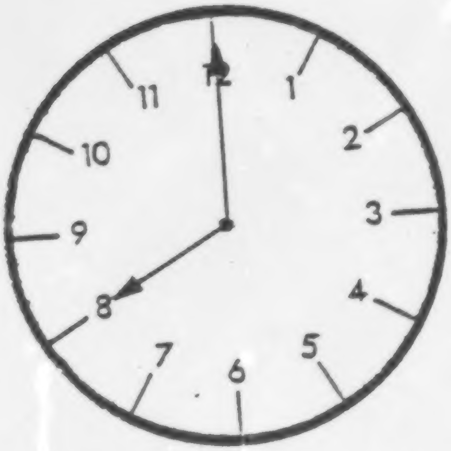


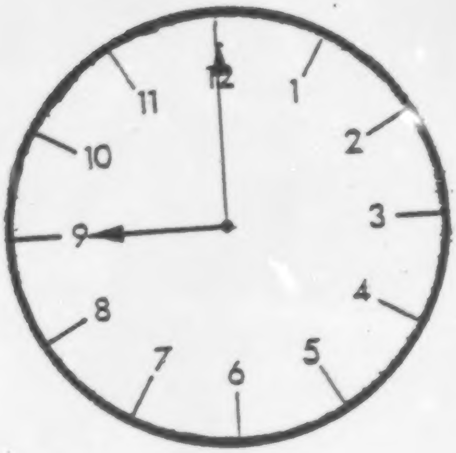


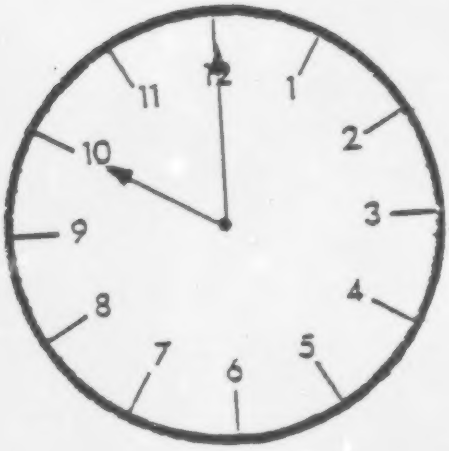


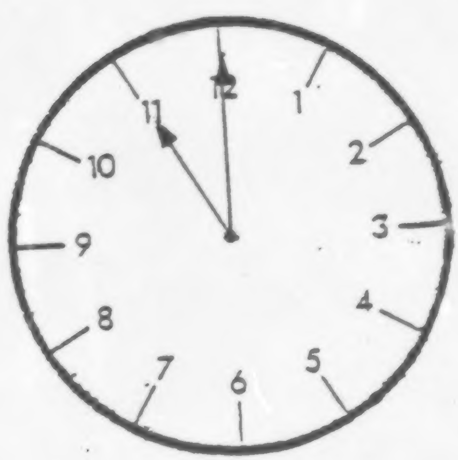


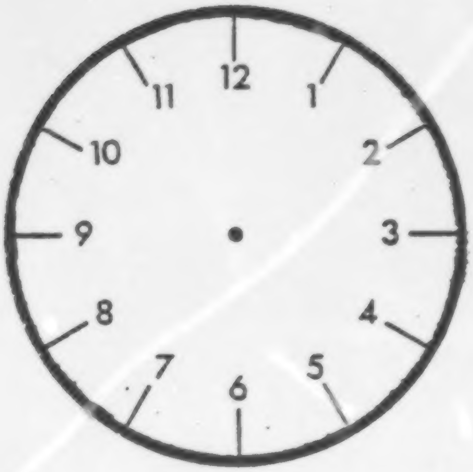


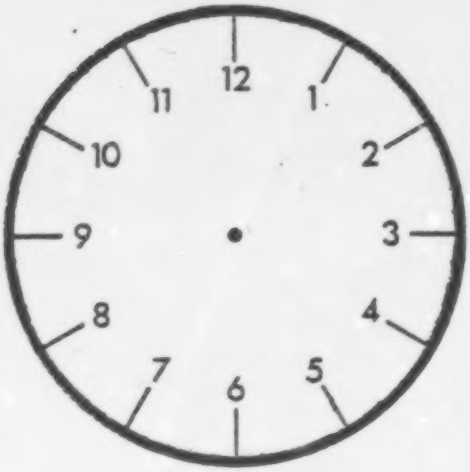


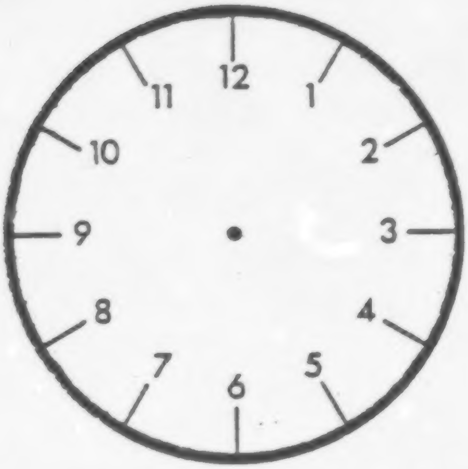


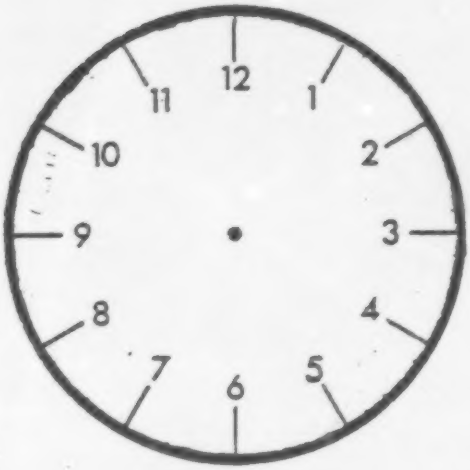


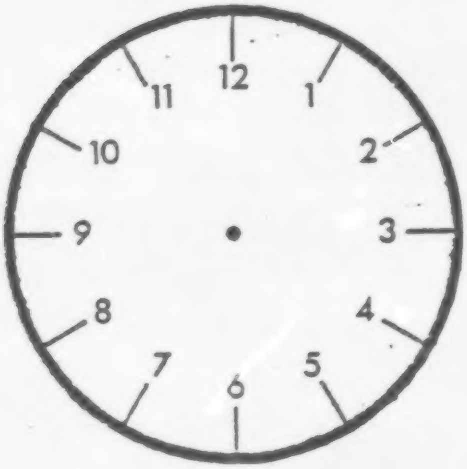


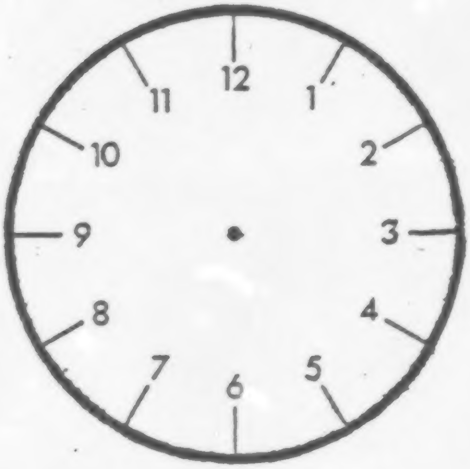












WATCH THE CLOCK

OBJECTIVES: Identify time on digital and standard clocks and watches
Associate time with a real-life activity

MATERIALS: drawing paper and pencil
-or-
chalk and chalkboard

ACTIVITY:

● Lead the students in the following two visualizations:

> Imagine a clock in your house, in a schoolroom, or on a building...
> See the shape of the clock.
> Is it digital or standard?
> Does it have hands?
> What time does it say?
> Notice the numbers. Notice how big it is.
> Notice its colors.
> What else do you see besides the clock?
> What are people around the clock doing?
> Listen for sounds the clock is making.

> Pretend you are wearing a wrist watch. See it carefully.
> Listen to its sounds.
> Pretend you have set your watch. What time does it show? (5:30)
> Show me in pantomime what you do at 5:30 (A.M., P.M., weekday, weekend...)
> Who has a time later/earlier than 5:30?
>
> (The visualization is repeated as students suggest other times.)

FOLLOW-UP ACTIVITIES:

◐ Describe what your clock or watch looked like.

◑ Draw a picture of the clock or watch.

● Cut a picture of a clock or watch from an advertisement or a catalog. Write what someone might be doing at the time shown on the clock. (i.e., 8:30 - going to school or going to bed)

● From ads or catalogs, cut out pictures of a standard clock and a digital clock that show the same time. Paste them on a paper and write what could be happening at that time.

DRAWING CLOCKS

OBJECTIVES: Represent a clock through drawing
Following oral drawing directions

MATERIALS: chalk/chalkboard
paper/pencils
a clock or a watch (either standard or digital)

ACTIVITY:

- Students are shown a clock for a limited time (i.e., 30 seconds). The clock is removed or covered. Students describe the clock and then draw a picture of the clock.
- Drawings are reviewed by class for accuracy of details.
- Students give teacher directions for drawing a clock.
- Students give other students directions for drawing a clock.
- This activity can be done with both standard and digital timepieces.

TIME SEQUENCING

OBJECTIVE: Sequence time in increments of: an hour, half hour, or a quarter hour (standard and digital)

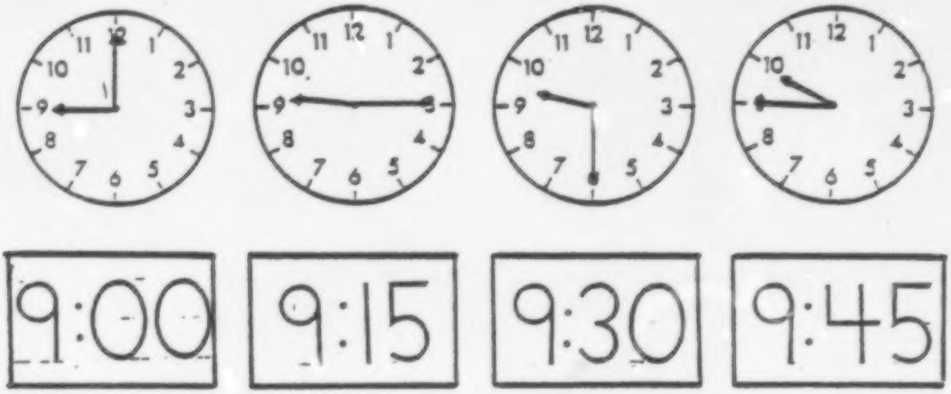
MATERIALS: set of Time Cards (included)

PREPARATION:

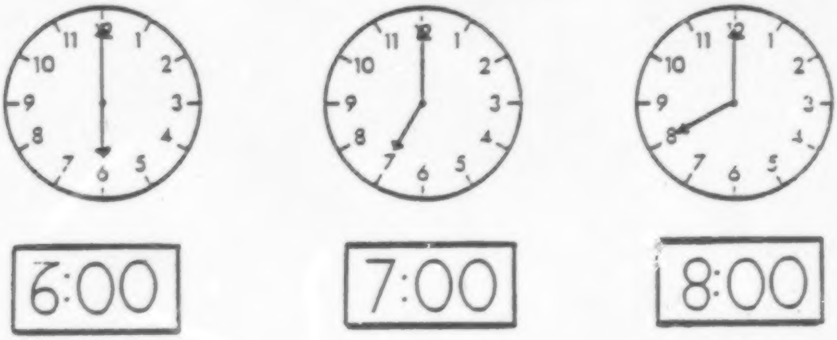
Cut and distribute a set of Time Cards for each student.

ACTIVITY:

◐"On the hour" cards are sequenced first, half hour cards next, and quarter hour cards last.



Standard and digital clocks can be used at the same time.



1:00	1:15	1:30	1:45
2:00	2:15	2:30	2:45
3:00	3:15	3:30	3:45
4:00	4:15	4:30	4:45

TIME CARDS

153-M

5:00	5:15	5:30	5:45
6:00	6:15	6:30	6:45
7:00	7:15	7:30	7:45
8:00	8:15	8:30	8:45

TIME CARDS

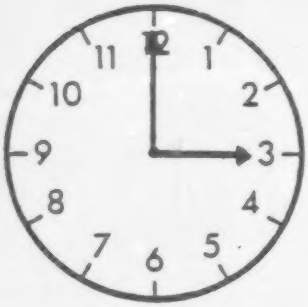
154-M

9:00	9:15	9:30	9:45
10:00	10:15	10:30	10:45
11:00	11:15	11:30	11:45
12:00	12:15	12:30	12:45

TIME CARDS

155-M

TIME CARDS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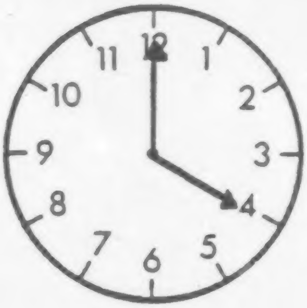
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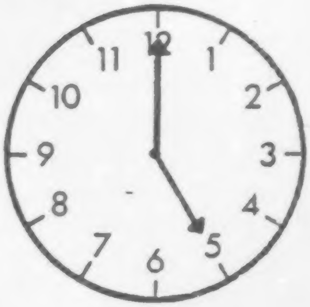
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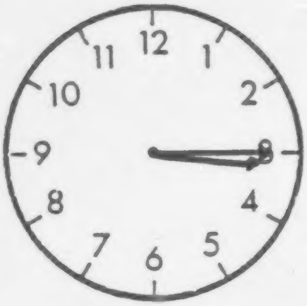
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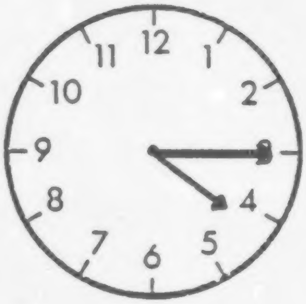
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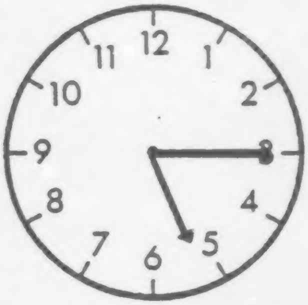
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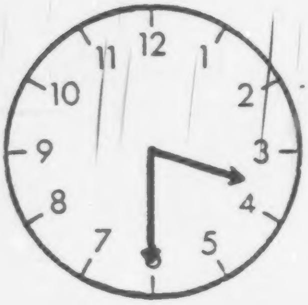
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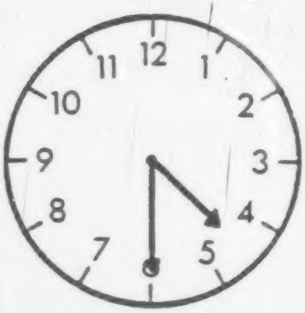
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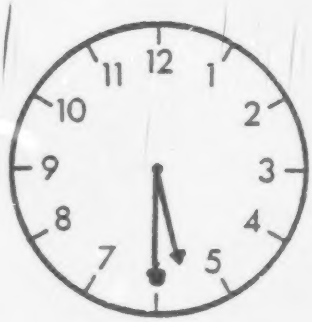
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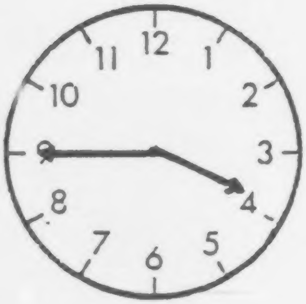
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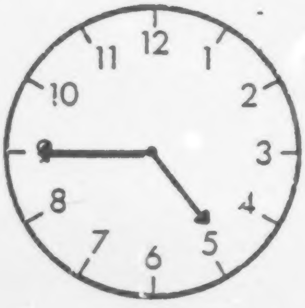
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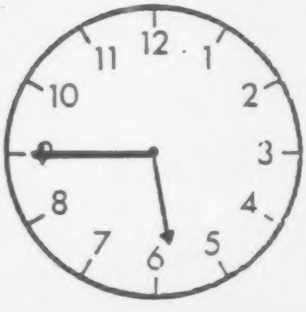
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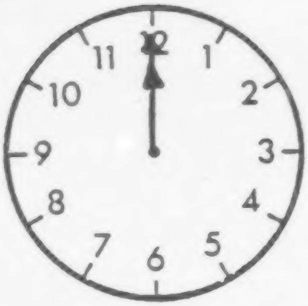
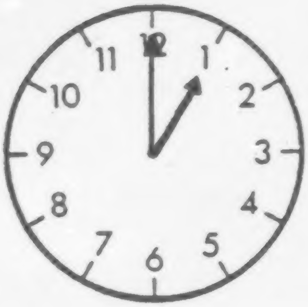
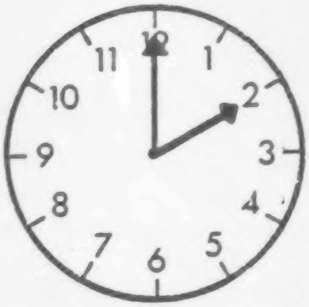
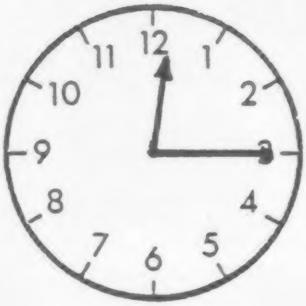
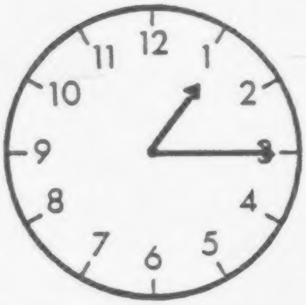
TIME CARDS

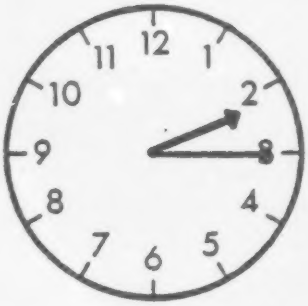


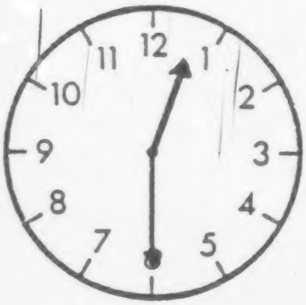


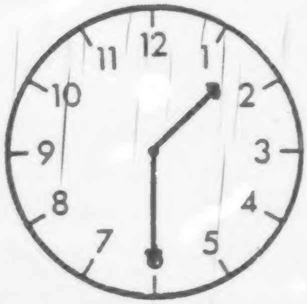


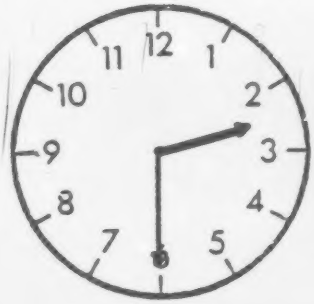


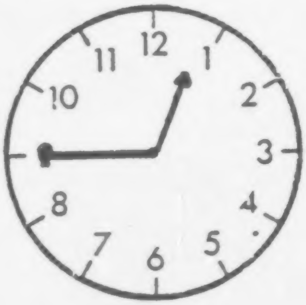


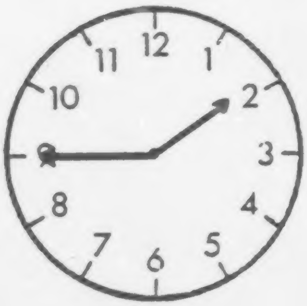


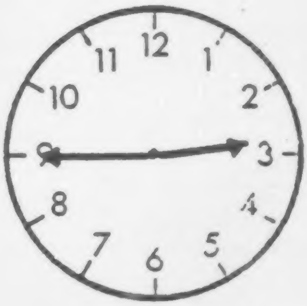












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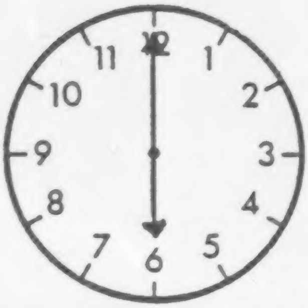

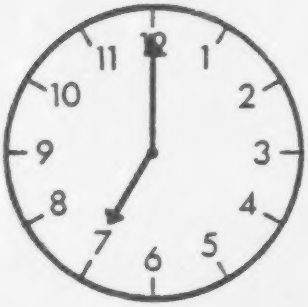

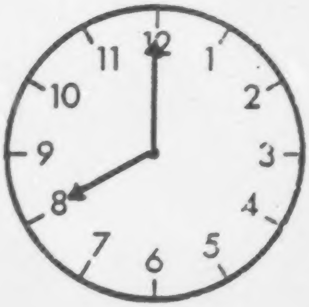

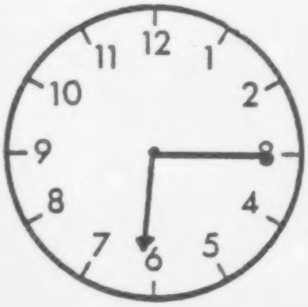

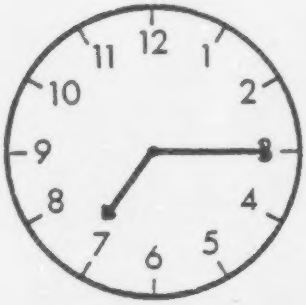

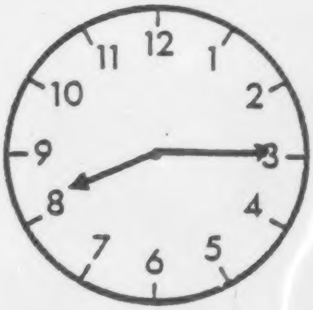

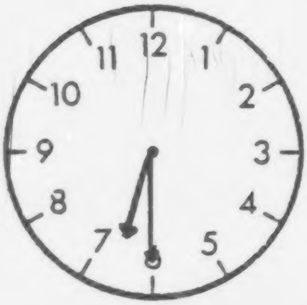

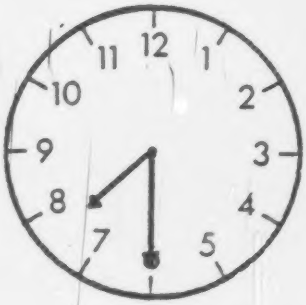

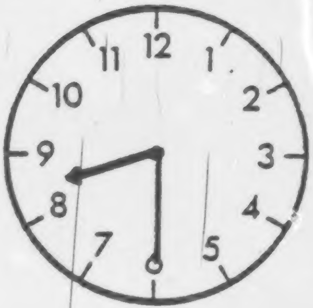

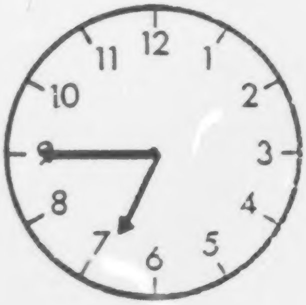

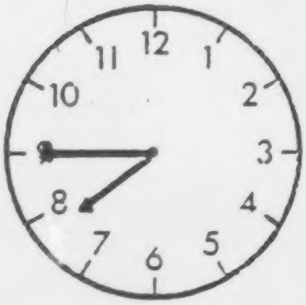

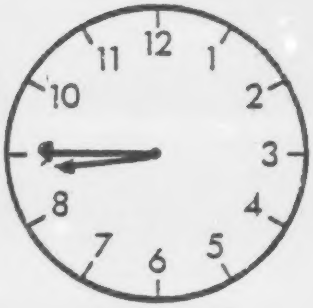

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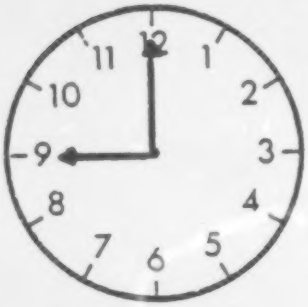
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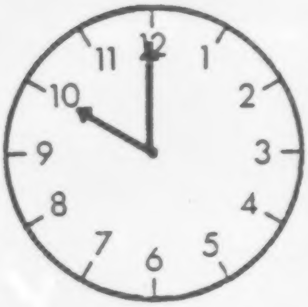
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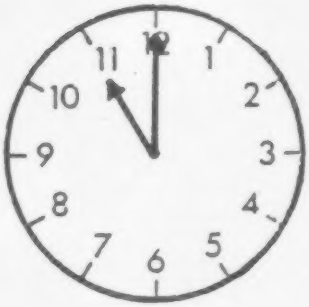
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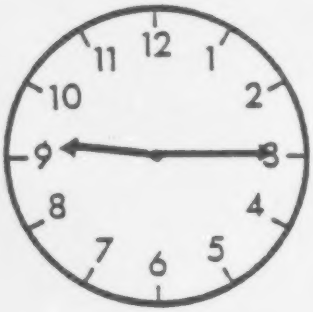
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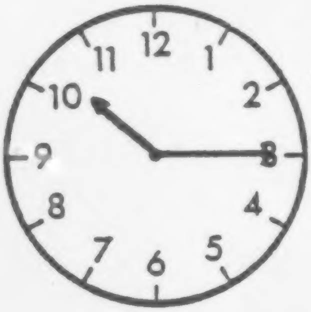
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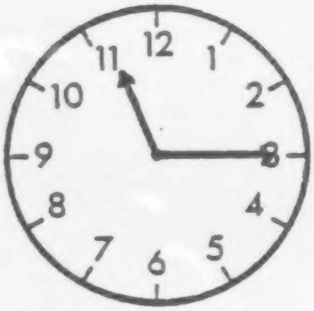
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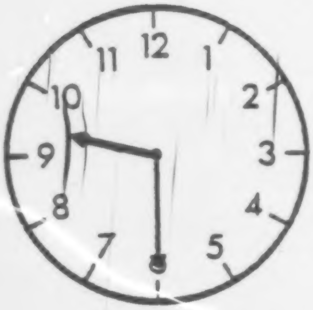
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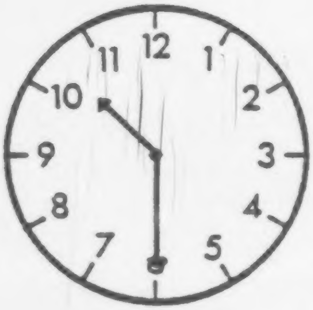
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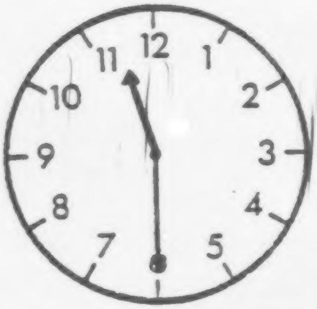
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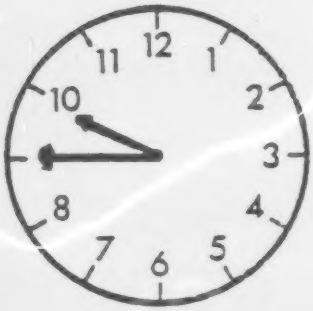
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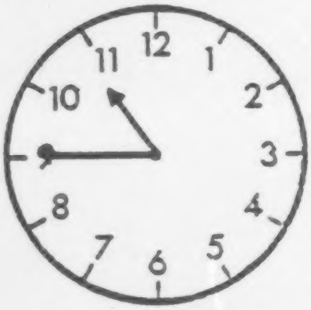
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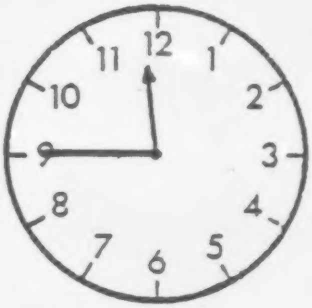
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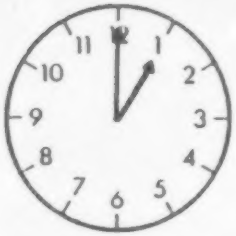

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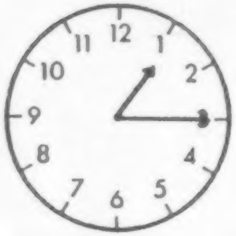

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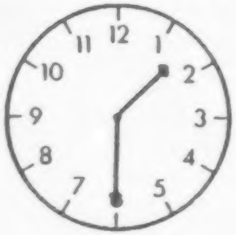

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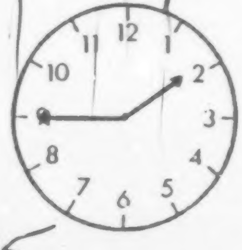

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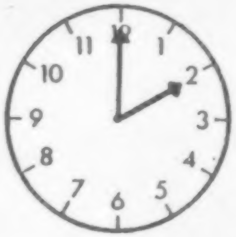

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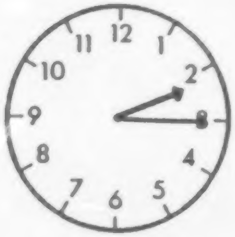

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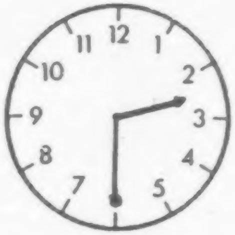

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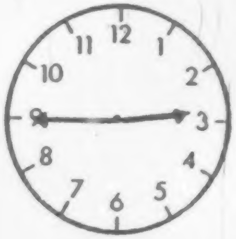

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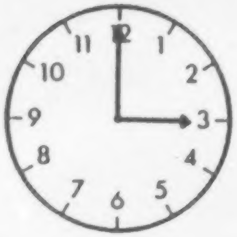
TIME CARDS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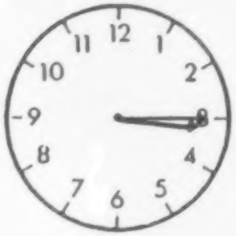
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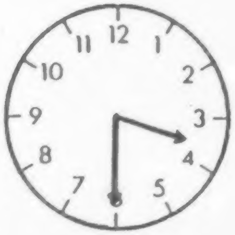
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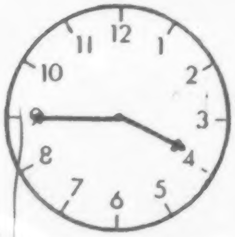
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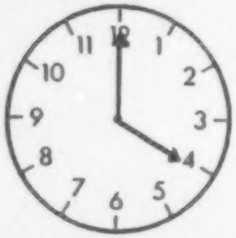
161-M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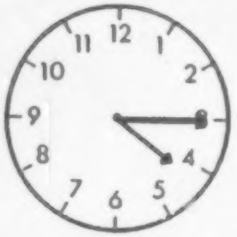
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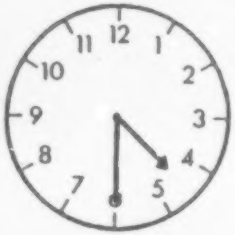
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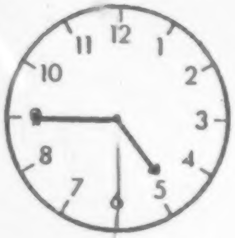
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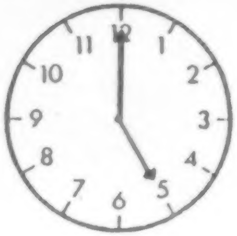

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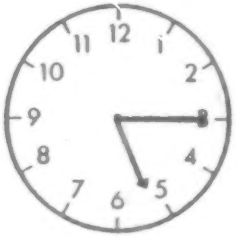

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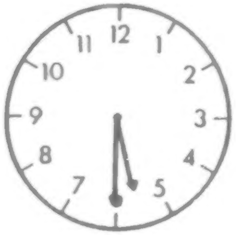

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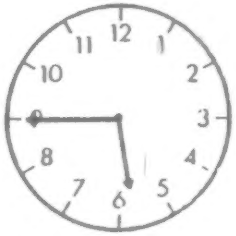

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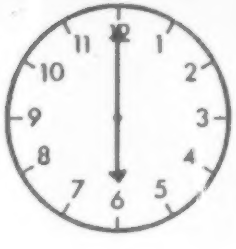
162-M



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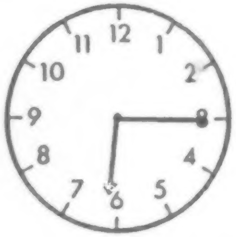

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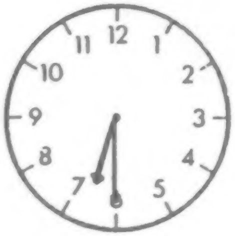

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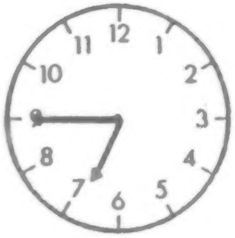

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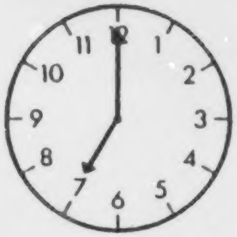

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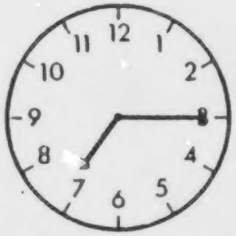

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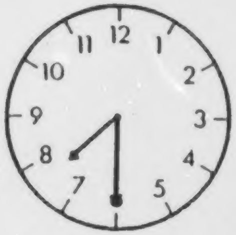

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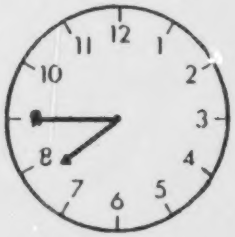

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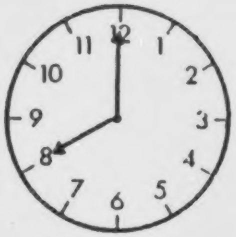

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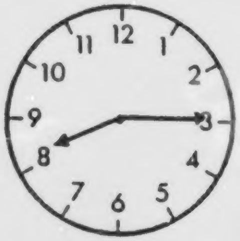

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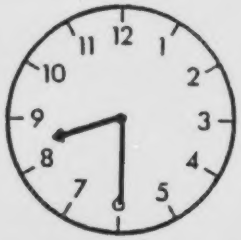

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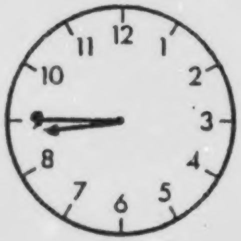

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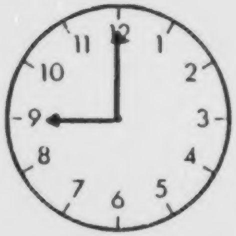
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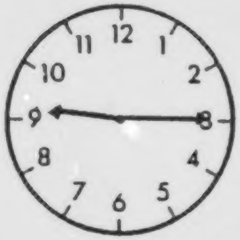
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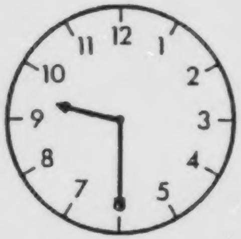
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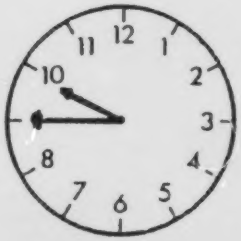
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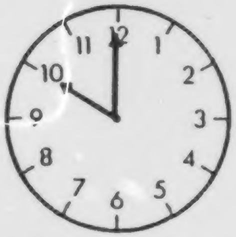
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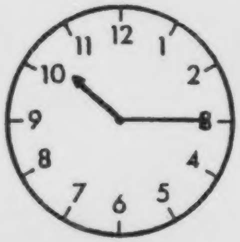
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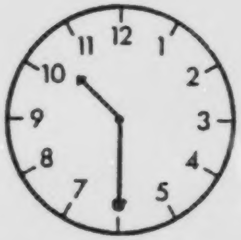
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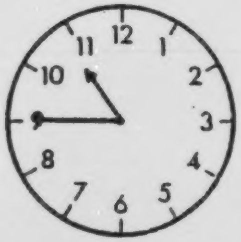
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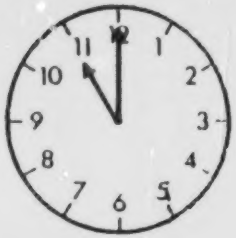
TIME CARDS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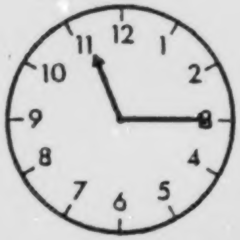
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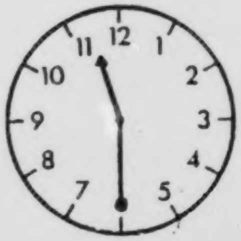
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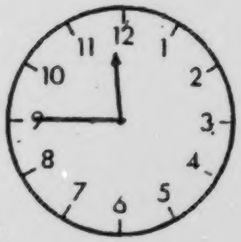
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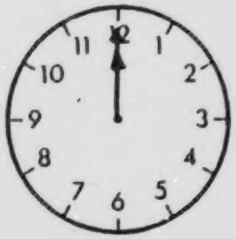
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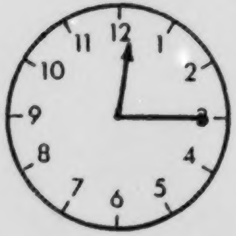
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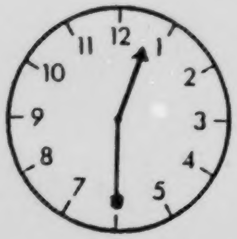
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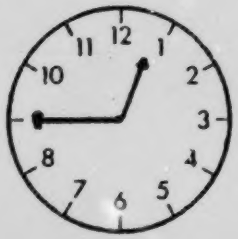
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12:45

TIME CARDS

CLOCK CONCENTRATION

OBJECTIVE: Match times on digital and standard clocks

MATERIALS: set of Time Cards (included after "Time Sequencing" lesson)

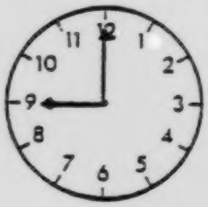
PREPARATION:

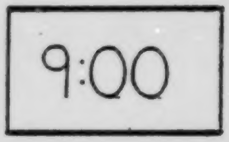
Reproduce in two different colors if possible.
Cut and distribute a set of time cards to each student (both digital and standard)
"Time Cards" from the sheets may be selected to meet the students' ability level. (i.e., all the "on the hour" cards may be used together as a set, or all the cards for a certain hour may be used [9:00, 9:15, 9:30, 9:45].)

ACTIVITY:

◑ Student spreads out all the digital cards face down in one area and all the standard clock cards in another area. (Clocks can be face up for younger students.)

◐ Student tries to match a digital time with a standard clock time by picking a card from each area.





● If the two cards are a match, the student removes them from the game.

● If the cards are not a match, they are returned to the game wherever they originated.

● Two or more students may play using one set of cards.
The winner is the player with the most pairs of cards.

WHEN I USE A CLOCK

OBJECTIVES: Recognize times in standard and digital forms
Associate time shown on clocks with real-life activities

MATERIALS: "When I . . . " Worksheets (2)
pencils, crayons
large standard clock with moveable hands
large digital clock
chalk and chalkboards

ACTIVITY:

◐ Discuss how people know when to get up in the morning.

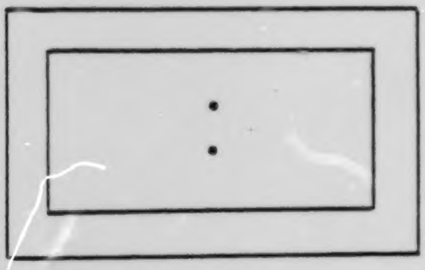
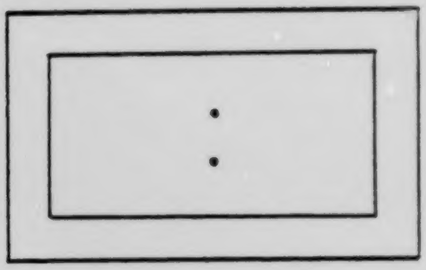
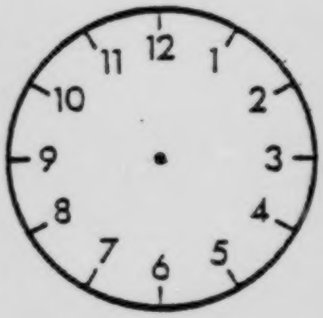
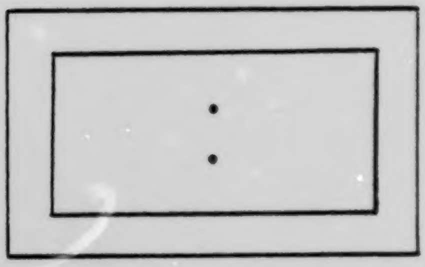
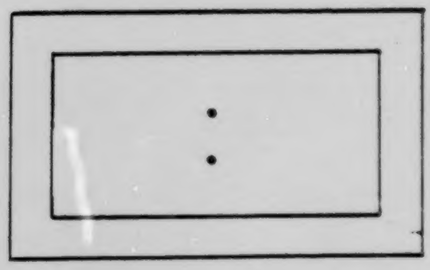
● Show two types of clocks—standard and digital. Have students show what time they get up using a standard clock and by writing numerals on the board to show digital time.

◐ "When I . . . " Worksheets are distributed. Students discuss what they see on the paper. Students read each statement.

● For each statement, students can:

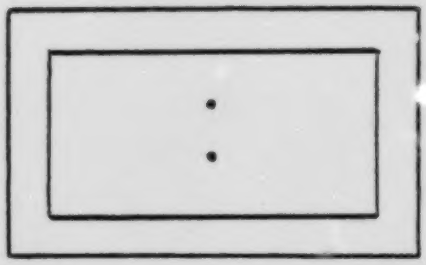
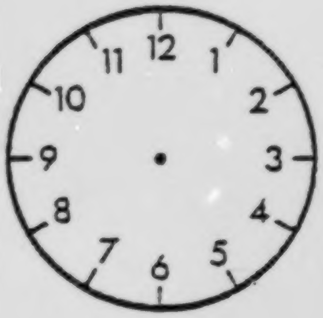
describe the activity
pantomime the activity
draw a picture of the activity
write the time in digital form
draw hands on the standard clock to show the same time

When I . . . Worksheet - 1

When I get up		
When I eat breakfast		
When I go to school		
When I eat lunch		

When I . . . Worksheet - 2

When I leave school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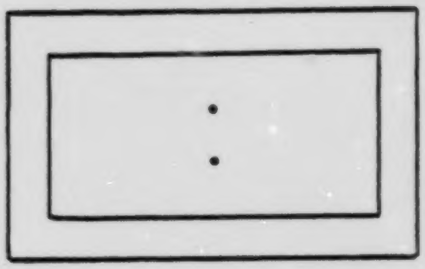
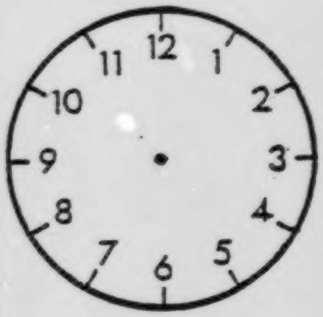
11

When I eat dinner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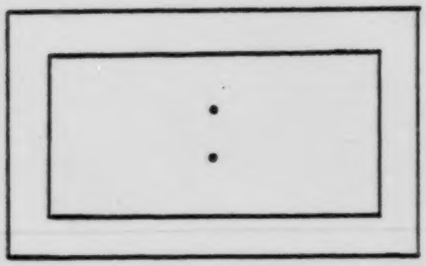
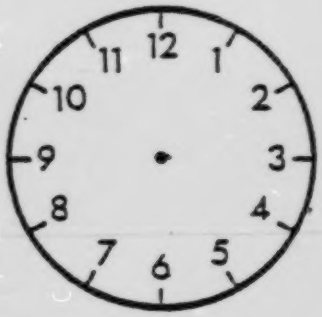
When I go to bed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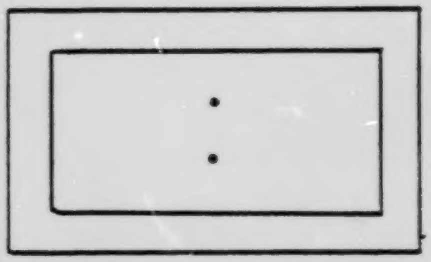
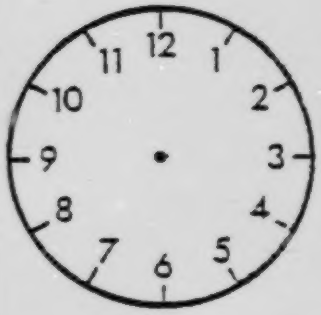
When I ______________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CALENDAR COUNTING

OBJECTIVES: Sequencing numbers on calendar
Reading and writing calendar numbers

MATERIALS: Calendar Counting Worksheets 1 - 3 (included)
classroom wall calendar
pencils
crayons
scissors
paste

ACTIVITY:

◑Calendar Counting Worksheet 1 and 2 are distributed to students at the beginning of each month.

●Display a large classroom calendar visible to all students.

◐Students say the month and year.

◐Students write the month and year on Calendar Counting Worksheet - 1.

◐Lead students in finding out which day of the week the first day of the month is on. Students write a "1" in that square.

◑Students cut out the calendar number squares on Calendar Counting Worksheet - 2. (Students may be challenged to discover the fewest cuts necessary to make the numbers fit the calendar.)

●Students refer to the classroom calendar and place the numbers in correct position on Calendar Counting Worksheet - 1.

●Students paste the numbers in place.

●Students use their completed calendar to answer the questions on Calendar Counting Worksheet - 3.

FOLLOW-UP:

◑Students might prepare a class collage of pictures that are associated with the month. These may be drawn or cut out of magazines.

◑Each student's calendar may be collected and stapled together to make a year's calendar.

◑Each day the students may color the appropriate number on the calendar.

________________________________ ____________
(month) (year)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

CALENDAR COUNTING WORKSHEET - 1

171-M

CALENDAR COUNTING WORKSHEET - 2

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

CALENDAR COUNTING WORKSHEET - 3

Use a calendar to answer these questions:

1. How many days are in this month? ____________________

2. How many Sundays are in this month? __________________
   How many Mondays are in this month? __________________
   How many Tuesdays are in this month? _________________
   How many Wednesdays are in this month? _______________
   How many Thursdays are in this month? ________________
   How many Fridays are in this month? __________________
   How many Saturdays are in this month? ________________

3. What is the date of the first Monday? ________________
   What is the date of the second Monday? _______________
   What is the date of the third Monday? ________________
   What is the date of the fourth Monday? _______________

4. What day of the week is the 28th? ____________________
   What day of the week is the 15th? ____________________

CALENDAR CALCULATING

OBJECTIVE: Addition of one and two-digit numbers

MATERIALS:
Calendar Calculating Worksheet (included)
Calendar Calculating Template (included)
scissors
pencils
calculator (optional)

ACTIVITY:

◑Students cut out the three squares on the template sheets.

◑Student places the template over the calendar when doing problems 1-4 on the worksheet.

◐Students complete worksheet.

CALENDAR CALCULATING
(Worksheet)

1. On the calendar below fill in the dates of the current month.

2. Put the smallest template square over four numbers on the calendar below. Find the sum of both diagonals. What did you discover? Try it with other numbers.

3. Put the medium-sized template square over nine squares on the calendar. Find the sum of both diagonals. What did you discover? Try it with other numbers.

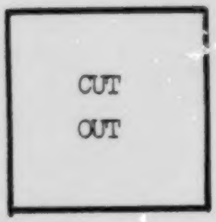
4. Put the largest template square over 16 squares on the calendar. Find the sum of each of the first three columns. Predict the sum of the last column.

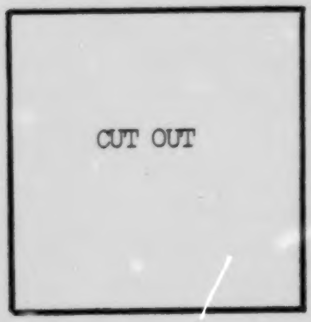
5. Put the largest template square over 16 squares. Find the sum of the first three rows. Predict the sum of the last row.

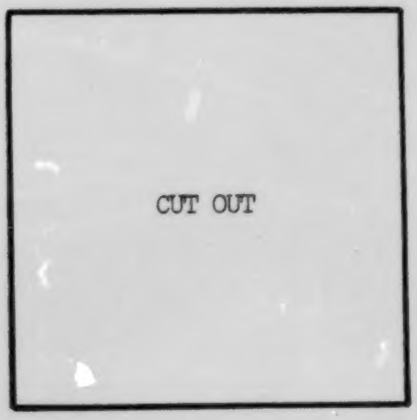
6. Try some of these activities on a different month's calendar.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

CALENDAR CALCULATING TEMPLATE







MONTHS OF THE YEAR - CUBES

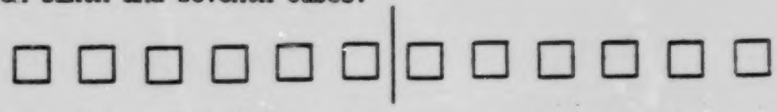
OBJECTIVES: Understand fractional parts of a set

MATERIALS: one inch wooden cubes
3" x 5" index cards cut into halves
chalk/chalkboards
Months of the Year - Fractions Worksheets (4 included)

ACTIVITY:

◑ Students lay 12 cubes in a row at the top of their chalkboard.

● Students divide year into half (2 groups) by inserting a card between sixth and seventh cubes.

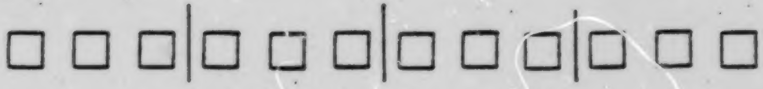


◐ Students write a fraction for each group on their board.

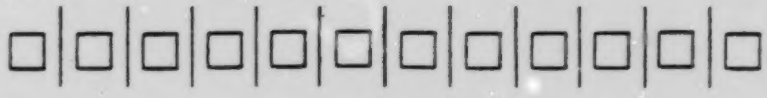
● Students point to each block and say what month each cube represents.

● Students point to first and last blocks and identify months, identify random months, current month......

● Students use three cards to divide year into four groups. Write fractions.



● Students use all 11 index cards to divide year into twelve groups (twelfths).



FOLLOW-UP:

Students complete "Months of the Year - Fractions" worksheets A, B, C, D.

MONTHS OF THE YEAR - FRACTIONS-1

Each strip below stands for a year.
Color the fractional parts of each year.

J	F	M	A	M	J	J	A	S	O	N	D	$\frac{1}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{2}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{3}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{4}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{5}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{6}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{7}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{8}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{9}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{10}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{11}{12}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{12}{12}$

MONTHS OF THE YEAR - FRACTIONS-2

Color the fractional parts of each year.

J	F	M	A	M	J	J	A	S	O	N	D	$\frac{1}{2}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{2}{2}$

J	F	M	A	M	J	J	A	S	O	N	D	$\frac{1}{3}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{2}{3}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{3}{3}$

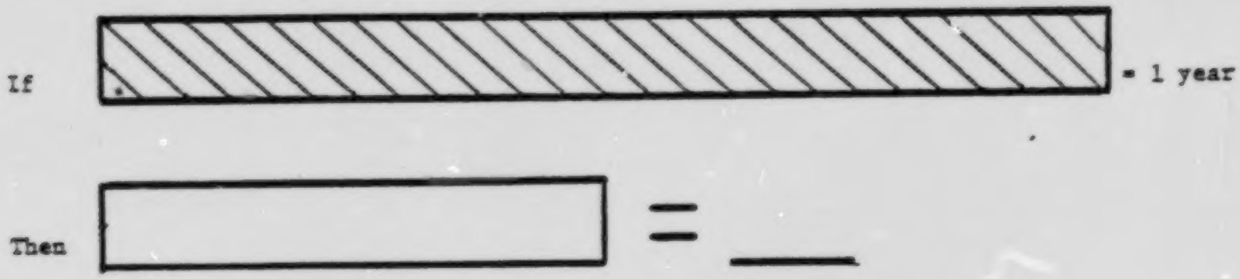
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{1}{4}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{2}{4}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{3}{4}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{4}{4}$

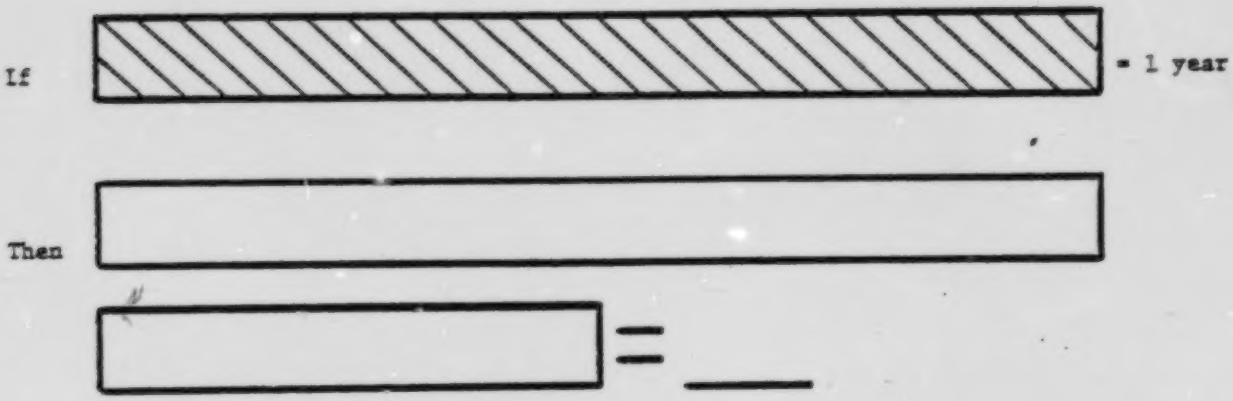
MONTHS OF THE YEAR - FRACTIONS -3

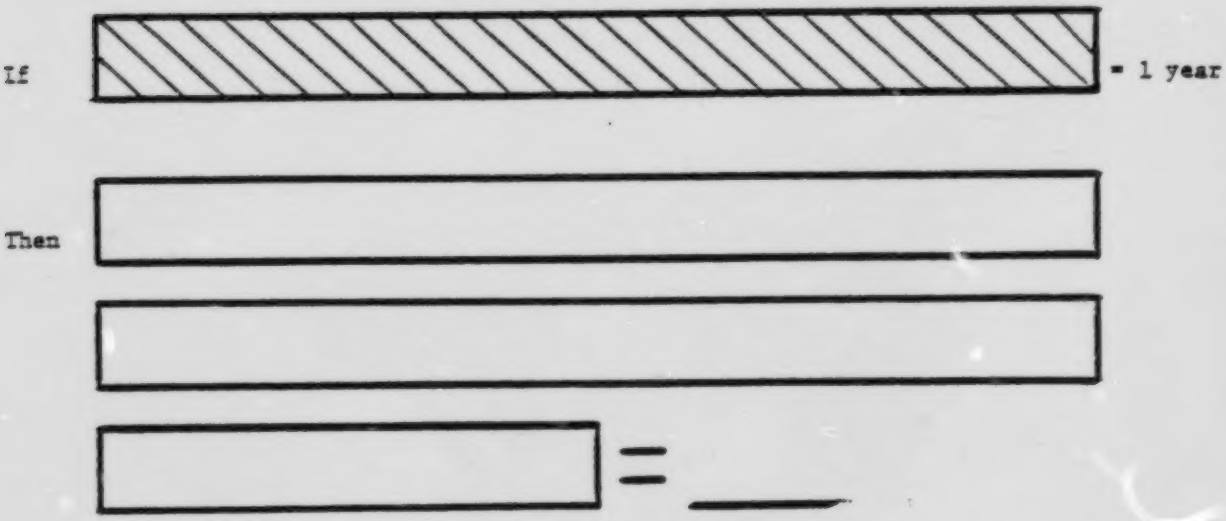
Color the fractional parts of each year.

J	F	M	A	M	J	J	A	S	O	N	D	$\frac{1}{6}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{2}{6}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{3}{6}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{4}{6}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{5}{6}$
J	F	M	A	M	J	J	A	S	O	N	D	$\frac{6}{6}$

MONTHS OF THE YEAR - FRACTIONS-4


If
= 1 year
Then
= ____


If
= 1 year
Then
= ____


If
= 1 year
Then
= ____

WHAT'S GOING ON?

OBJECTIVE: Problem solving: addition, subtraction, multiplication, division

MATERIALS:
pencils
rulers
crayons
chalk
other common classroom objects

ACTIVITY:

In this activity, math problems relevant to the classroom experience, are solved by:

Manipulating common classroom objects.
Identifying a math problem based on the manipulation of the objects.
Writing the problem using words and numbers.
Solving the problem.

To begin, it is suggested that the teacher demonstrate a problem. This can be followed by the students acting out problems. (i.e., Mrs. Jones gave two pencils each to five students. How many pencils in all did she give?)

The demonstration could involve several variations:

Demonstrator	Students
Narration	Eyes closed
No narration	Eyes open
Narration	Eyes open

Problems similar to the following may be demonstrated. Use actual names of students in the problems:

Addition: Mr. Martin sharpened 12 pencils. Then he sharpened 5. How many did he sharpen in all?

Subtraction: Mr. Kirk had 32 rulers in a box. Twelve students each took a ruler out of the box. How many were still in the box?

Multiplication: There are 30 students in our class. Each student has a box of crayons. There are eight crayons in each box. How many crayons do all the students have in their boxes?

Division: Jeff had 15 pieces of chalk. There are three chalktrays in our room. He put the same number of pieces on each tray. How many pieces did he put on each tray?

SEATING CHART MATH

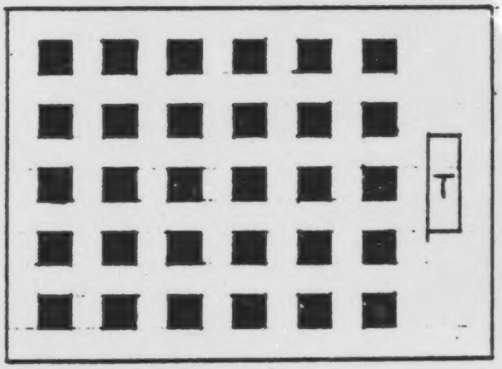
OBJECTIVES:
Incorporate math into everyday classroom activities
Problem solving: addition subtraction
multiplication division
Measurement
Graphing
Using mathematical terms

MATERIALS:
construction paper
unlined paper

PREPARATION:

This activity is designed to be used with any classroom seating arrangement although the examples are based on a traditional one.

Duplicate seating charts on 8 1/2" x 11" paper.

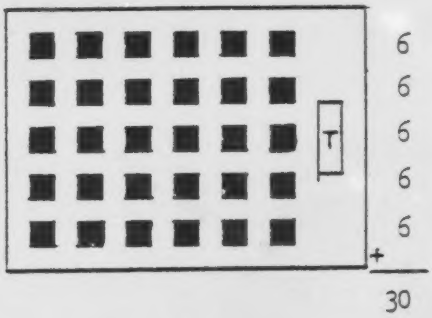


Distribute to students when needed.

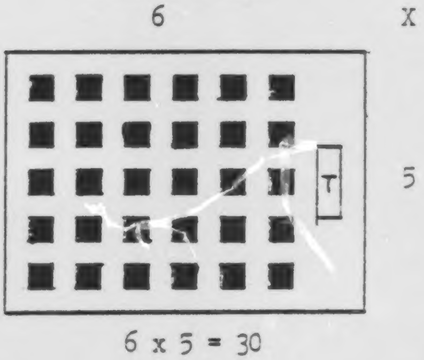
On a bulletin board, construct a large seating chart. Cut construction paper squares to represent students' desks. Students names are written on the "desktops". "Desktops" are a place to display their favorite work, artwork, etc. This is also a large, useful visual aid to assist students in completing the following math activities:

- Label a seating chart using:

Addition

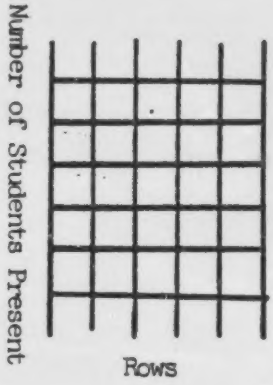


Multiplication



SEATING CHART MATH (cont.)

● Graph the number of students present in each row.
Graph the number of students absent in each row.



◐ If the students were divided into two teams, how many would be on each team? three teams? four teams?...

◐ Which row has the most girls? boys?
Which row has the fewest girls? boys?

● Measure your desktop. How wide?____________ How long?____________

◐ There are five rows of desks in the classroom.
There are six desks in each row.
How many desks in all?
Write an addition sentence. __ + __ + __ + __ + __ =
Write a multiplication sentence. __ x __ =

◐ Each student's desktop measures 3' x 2'.
The teacher's desktop measures 4' x 3'.
How much bigger is the teacher's desktop than a student's?

◐ If all the students' desktops were pushed together, what whould the total area of students' desktops be?

◐ If four people are absent today, how many students are present?

◐ During the year, five new students have moved to the class. Eight students have moved away. How many students are in the class now? How many students were in the class at the beginning of the school year?

TAKING ROLL MATH

OBJECTIVES: Incorporating math into everyday classroom activities
Counting
Mathematical language
Fractions
Using problem solving

MATERIALS: paper
pencils

PREPARATION:

Duplicate and distribute class lists to students.

John Adams
Sue Carter
Mark Horn
.
.
.
.

ACTIVITY:

The following are suggested math activities to do using a class list. The activities are meant to be used based on students' ability levels.

- How many students are here today? __________

How many students are absent today? __________

How many girls are here today? __________

How many boys are here today? __________

How many more _____ than_____ are here? __________

How many fewer ____ than ____ are here? __________

- Compare several day's roll sheets. How many more/fewer students are here today than yesterday?

- Write a fraction showing how many students are present/absent compared to how many are in our class.

LUNCH COUNT MATH

OBJECTIVES: Incorporating math into everyday classroom activities.
Counting
Understanding mathematical language
Problem solving: subtraction
addition
money
Graphing
Measurement

MATERIALS: unlined paper
pencils

PREPARATION:

Duplicate and distribute class lists to students.

ACTIVITY:

● The following are suggested math activities to do using a class list. The activities are meant to be used based on students' ability levels.

Students put an "L" beside each person buying lunch. They put an "M" beside each person buying milk.

John Adams - L
Sue Carter - M
Mark Horn - L

◐ Students answer questions similar to the following ones:

How many students are buying lunch today? ______________

How many students are buying milk today? _______________

How many students are not buying milk or lunch? __________

How many student brought their own lunch?____________

How many more students are buying lunch than milk?____________

Are more boys or girls buying lunch? ______________

Are more boys or girls buying milk? ____________

If student lunches cost 90¢, how much money will be spent on lunches from our class today?
If milk costs 25¢, how much money will be spent on milk from our class today?
How much money will be spent on lunches and milk altogether?

If a teacher's lunch costs $1.45, how much more does it cost than a student's lunch.

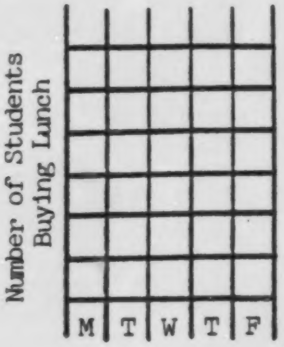
If John bought one milk for 25¢ and gave the cafeteria a $1.00 bill, how much change should he get back?

LUNCH COUNT MATH (cont.)

Sally bought one lunch and gave the cafeteria a $1.00 bill. How much should she get back?

Show several ways to make 90¢ by gluing paper coins to a paper.

- Graph the number of students buying lunches for a week:



- Measure the length, width, and height of a milk carton. Find the volume in cubic inches.
- Bring various sizes of cartons to class (pint, quart, half gallon, gallon). Students pour sand or water from the half pint into the pint, quart...
  How many half pints filled a pint? ________

  How many pints filled a pint?__________

  How many quarts filled a half gallon? __________

  How many half gallons filled a gallon? _________
- Measure the length and width of the lunch trays. Find the area and perimeter of a tray.
- Have students collect and rinse their lunch milk cartons. Have students study the "Nutrition Information" on the carton.

LUNCH COUNT MATH (cont.)

GRADE A PASTEURIZED HOMOGENIZED
VITAMINS A&D PROTEIN FORTIFIED
2% MILKFAT LOWFAT MILK

NUTRITION INFORMATION
PER SERVING

Serving size
Servings per container
Calories
Protein
Carbohydrate
Fat
Percentage of U.S. Recommended
Daily Allowances (U.S. RDA)

Protein	25	Niacin	0
Vitamin A	10	Calcium	35
Vitamin C	6	Iron	0
Thiamine	8	Vitamin D	25
Riboflavin	30		

Contains: Milk, Skim Milk, Nonfat Milk Solids, Vitamin A Palmitate And Vitamin D_2.

HALF PINT (236ml)

Student answer the following suggested problems:

If a half pint of milk is 236ml, how many millilitres (ml) is a whole pint? ____________

If Ted drank his carton of milk, how many calories did he drink? ___________

A half pint is how many ounces? ___________

Which vitamin do you get the most of when you drink a half pint of this milk? _______________

How many grams of protein, carbohydrates, and fat are in a carton of this milk? _____________

If 8 ounces of milk costs 25¢, how much would one ounce cost? ____________

SNACK TIME MATH

OBJECTIVES: Incorporating math into everyday classroom activities
Problem solving: money

MATERIALS: paper coins (included in Math Aids section)
posterboard
pencils

PREPARATION:

Duplicate paper coins.
Post a classroom snack menu such as the one below:

carrot	15¢
celery	15¢
toast (plain)	20¢
toast (buttered)	25¢
popcorn (cup)	25¢
cheese (cube)	25¢

ACTIVITY

● Students are "paid" a certain amount with play money for:
excellent work
good behavior

● Students save and spend their "money" for snacks.

◐ Students answer questions similar to the following:

Amy bought two pieces of celery. How much did it cost? ________

Jeff bought a carrot, a piece of buttered toast, and a cup of popcorn. How much did it all cost? __________

Manda had 20¢ in her pocket. What could she buy for a snack? _______

How much would everything cost?

P.E. EQUIPMENT MATH

OBJECTIVES: Incorporating math into everyday classroom activities
Money values

MATERIALS: posterboard
paper coins (see "Math Aids" section)
pencils

PREPARATION:

Duplicate paper coins.
Create a "Classroom P.E. Equipment" chart similar to the one below.
Discuss with students reasonable prices to charge to "rent" each piece of equipment.
(Prices may need to vary according to the popularity of various sports through the year.)

softball	25¢
bat	75¢
football	45¢
kickball	50¢
handball	50¢
jump rope	60¢
basketball	40¢

ACTIVITY:

● Before recesses and lunch breaks, students "rent" P.E. equipment using earned paper coins.

◐ Students answer questions similar to the following ones:

What is the most expensive piece of equipment to rent? least expensive?

To rent baseball equipment, how much would it cost?

Pretend school has just started. Which ball do you think is likely to be the most popular?

Bob rented a football. He gave the teacher a $1.00 bill. How much change should he receive?

Melissa rented a jump rope three times one day. How much did she pay?

Carol has 15¢. Tracey has 30¢. What can they rent together?

When designing problems, use names of students in the class.

Students may also design their own problems using the chart.

CLASSROOM PRIVILEGES MATH

OBJECTIVES: Incorporating math into everyday classroom activities
Understanding money values

MATERIALS: posterboard
paper coins (see "Math Aids" section)
pencils

PREPARATION:

Duplicate paper coins.
Create a "Classroom Privileges" chart. Some sample privileges are listed below. Also, discuss with students possible privileges and the cost for each.
Post the chart in the classroom. Following is a sample chart:

Private tutoring with teacher before or after school (15 min.)	50¢
Lunch with teacher (1 day)	50¢
Free time (10 min.)	40¢
Working outdoors (30 min.)	35¢
Operating filmstrip projector	10¢
Extra art project	10¢
Using a calculator (15 min.)	15¢
Using a computer (30 min.)	$1.00
Being line leader (1 week)	45¢
Working in cafeteria (1 week)	70¢
.	
.	
.	

ACTIVITY:

● Students "pay" for certain classroom privileges using paper coins.

◐ Students answer questions similar to the following ones:

How much would all the privileges cost?
What is the most expensive privilege? least expensive?
It's time for lunch. Sally is first in line. How much did she pay to be first?
Billy wanted to use the class computer for a half hour. How much did he pay? However, Billy actually used it two hours. How much more did he have to pay? How much did he pay altogether?
Nancy has 45¢. What privileges can she buy?
Tim wanted to work in the cafeteria for a week. He gave the teacher a $1.00 bill. How much change should he get back?
How much less does it cost to be a line leader than work in the cafeteria?

When designing problems, use names of students in your class. Students may also design their own problems using the chart.

SCHOOL ASSEMBLY MATH

OBJECTIVES: Incorporating math into everyday classroom activities
Counting
Logical thinking
Problem solving: subtraction

MATERIALS: pencils
paper

PREPARATION:

Duplicate and distribute a school class list (teachers and class sizes) similar to the one below:

SMART SCHOOL	
K - Jones	30
1 - Jenkin	28
2 - Smith	29
3 - Popper	30
4 - Pepper	31
5 - Martin	29
6 - Peterson	32

ACTIVITY:

◐ Students answer questions similar to the following ones:

How many students are in the whole school?
How many teachers are in the whole school?
All kindergarten through third graders and teachers are going to an assembly. The custodian set up 135 chairs. Will that be enough?______
Will there be any extra chairs?______

If there are 12 chairs in a row, how many rows will Mrs. Pepper's class need? _______

After the assembly, the principal excused the kindergarteners first. After they left, how many students were left? ________

Next, the principal excused Mrs. Martin's class. Now how many students had left the assembly?_________
How many were still seated?___________

SCHOOL BUS MATH

OBJECTIVES: Incorporate math into everyday school activities
Problem solving: addition
multiplication
subtraction

MATERIALS: pencils/paper
copies of your school's class lists
School Bus Worksheet (included)
beans

PREPARATION:

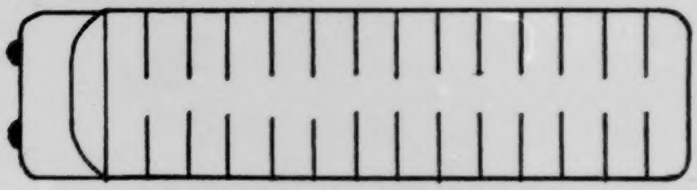
Duplicate and distribute your school's class lists.
Duplicate and distribute one-half of a School Bus Worksheet.

ACTIVITY:

In this activity, students solve math problems using the School Bus Worksheet, beans, pencil and paper. Each bean will represent a person riding on the bus. Students will place beans on "seats" on the bus worksheet to help them solve the problems.

Using your own school's list of classes, create math problems similar the following ones:

- The old yellow school bus has 26 seats. Each seat holds three students. How many students can ride the bus?

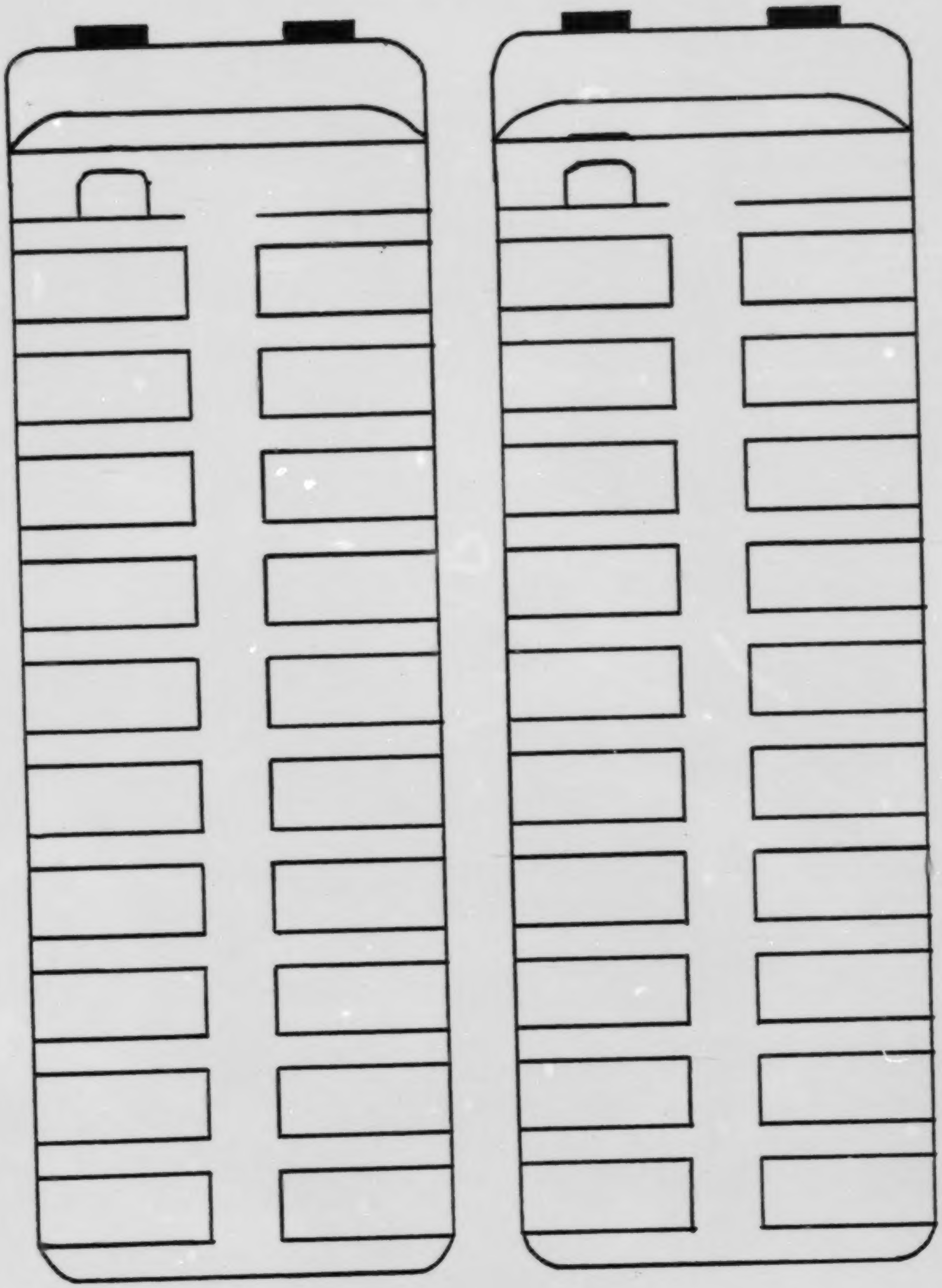


- On the way to school, students are picked up at three bus stops. At the first stop, 20 got on. At the second stop, 17 got on. At the third stop, four got on. How many students got on altogether? How many students could have still gotten on?
- Mrs. Martin has 29 students and Mrs. Pepper has 30 students. Their classes are going on a field trip together. How many students are going?

VARIATION:

If possible, have students count the seats on a real school bus, draw a diagram of it and make up original problems.

SCHOOL BUS MATH
(Worksheet)



194-M

POPCORN MATH

OBJECTIVE: Using concrete objects to demonstrate math concepts

MATERIALS:
popcorn, popper, napkins
several half-sheets of clean paper
pencils
glue

ACTIVITY:

In this lesson, students use popcorn to demonstrate math concepts. The activities presented here are only meant as "starters" to be used according to students' ability levels.

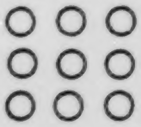
- Distribute popcorn (on a napkin) and paper to each student.

- Counting: Count the number of pieces of popcorn you received.

- Addition: Put three pieces of popcorn on a paper. Add five more. Write the addition sentence for this (3 + 5 = 8).

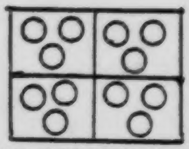
- Subtraction: Put six pieces of popcorn on a paper. Eat two pieces. Write the subtraction sentence for this (6 - 2 = 4).

- Multiplication: Show 3 x 3 = 9 by putting popcorn pieces on a paper in rows and columns.

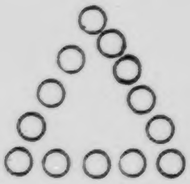


Take the pieces off, draw the pieces, and eat them.

- Division: Fold a piece of paper into four sections. Divide 12 pieces of popcorn into the four groups by putting a piece in each section - one at a time. Write the division sentence for this (12 - 4 = 3).



- Geometric shapes: Glue popcorn on paper to make the outlines of geometric shapes. Write the name of the figure (triangle).



Count the popcorn pieces to figure the perimeter of the triangle (perimeter = 13 pieces of popcorn).

SKYSCRAPERS

OBJECTIVES: Representing information on a simple bar graph
Using quantitative language

MATERIALS: Skyscraper Worksheet (included)
crayons
1" x 2" construction paper pieces (red, yellow, green)
paste

ACTIVITY:

◑ Distribute eight or less construction paper pieces of each color randomly. Distribute Skyscraper Worksheet.

◐ Tell the students they are going to be building three "skyscrapers" or "tall buildings". Each one will be a different color - red, yellow, and green. Each construction paper piece stands for a "floor", "story", or "room" in the building.

● Students color the rectangles at the bottom of the page the designated colors.

● Students paste the red rectangles up the "red skyscraper", etc.

◐ After all the rectangles are pasted, discuss the students' work:

> "What can you tell me about your skyscraper?
> the red one? the yellow one? the green one?
> the red and yellow ones?...
> How many floors in each skyscraper? in all three?"

◐ Compare skyscrapers of various students. "Is anyone's just like yours? Who has the most floors? the fewest floors?"

SKYSCRAPERS
Worksheet

red	yellow	green

CAR - TRUCK GRAPHING

OBJECTIVES: Counting objects
Graphing information

MATERIALS: watch
counters (beans, cubes, chips)
Car - Truck Worksheets (included)
pencils

ACTIVITY:

● Take students outside on a sidewalk bordering a street. Have them take a worksheet, pencil, and counters along.

● Students count the number of cars and trucks passing by within a five or 10 minute time limit. This may be done by:

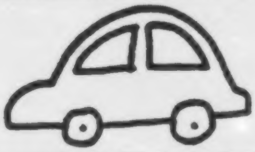
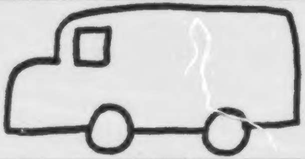
placing counters on the appropriate half of the worksheet, either car or truck side
-or-
placing tally marks on the appropriate half of the worksheet

◐ After time is up, students write the total number of cars and the total number of trucks on the worksheet.

● On the graphing worksheet, students color one bar for each five cars or trucks counted.

◐ Students discuss and compare the results of their counting and graphing.

CAR - TRUCK WORKSHEET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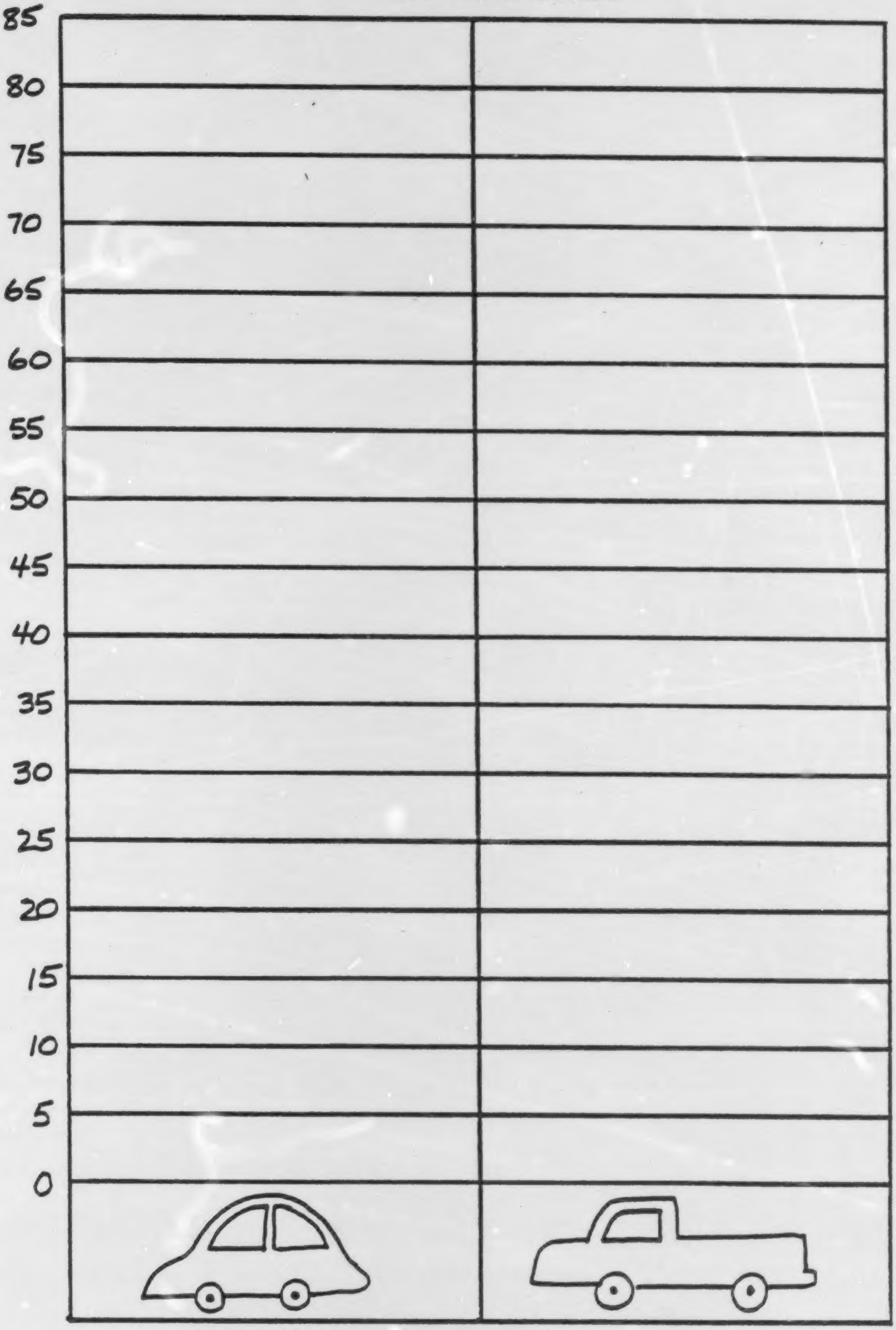
CAR - TRUCK GRAPHING



BAR GRAPH SQUARES

OBJECTIVE: Explore the construction and interpretation of a simple bar graph.

MATERIALS: box full of 1" x 1" construction paper squares: red, yellow, blue, orange, green and black

glue or paste

ACTIVITY:

◑ Student reaches into box without looking and picks one square of paper.

◑ Student pastes the square in one column on the bar graph sheet.

◑ Student continues selecting and pasting 12 squares on the sheet (each column should be a different color).

◐ Teacher asks students to count the number of each color. Which color had most? least?

Variation:

Students color a box in each column after they select a square.

UP THE GRAPH

OBJECTIVES: understanding bar graphs
developing visual spatial processing

MATERIALS: Birthday Bar Graph (included)
Favorite T.V. Show Graph (included)
Pets Graph (included)
blank graph (included)
pencil
crayons

ACTIVITY:

Graphs are visual spatial representations of information. This lesson includes three bar graphs for students' use (birthdays, bedtimes, and pets). A blank graph is also included to be used with topics of the students'/teacher's choice.

The following is an example lesson graphing students' pets:

◐ Teacher lists on board the various pets students own:

dog
cat
bird

◐ Beside each animal name, the teacher writes how many students own them:

dog - 14

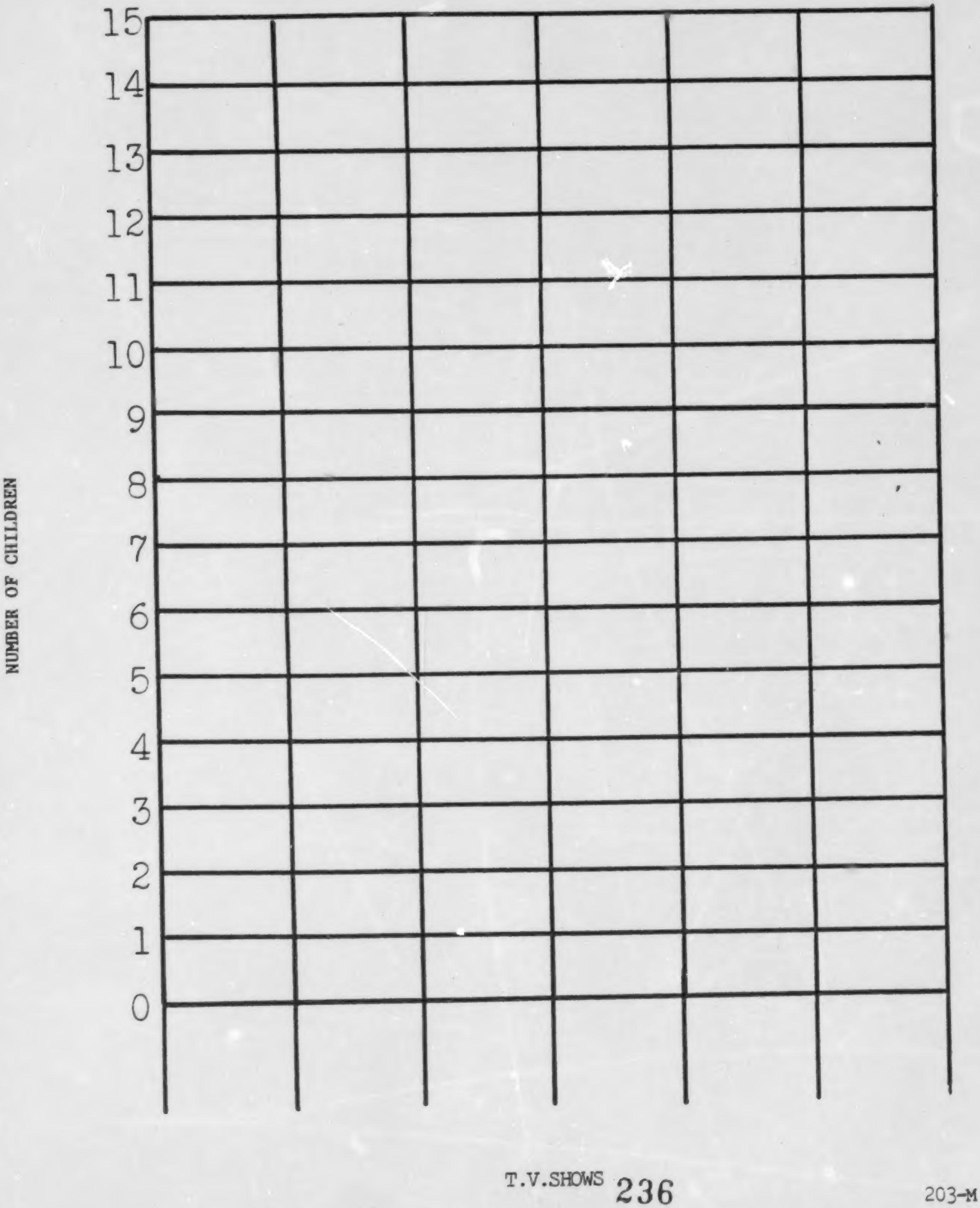
◐ Students label the various animals in the columns at the bottom of the graph.

● Students color the correct number of squares in each column for each animal. (If 14 dogs are pets, then 14 squares are colored.)

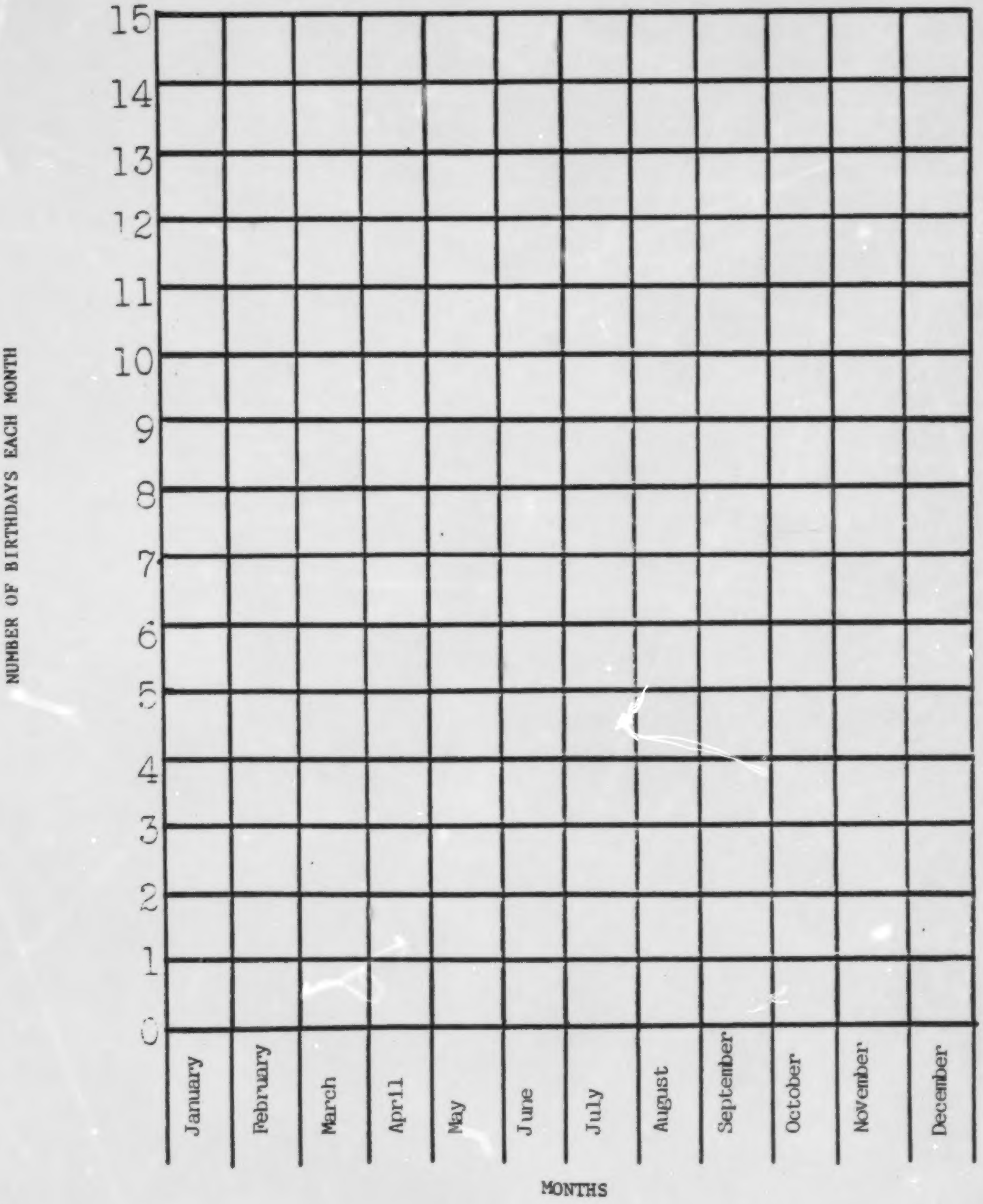
◐ Students discuss:

.which pet is most popular, least popular
.which pet is more popular than another

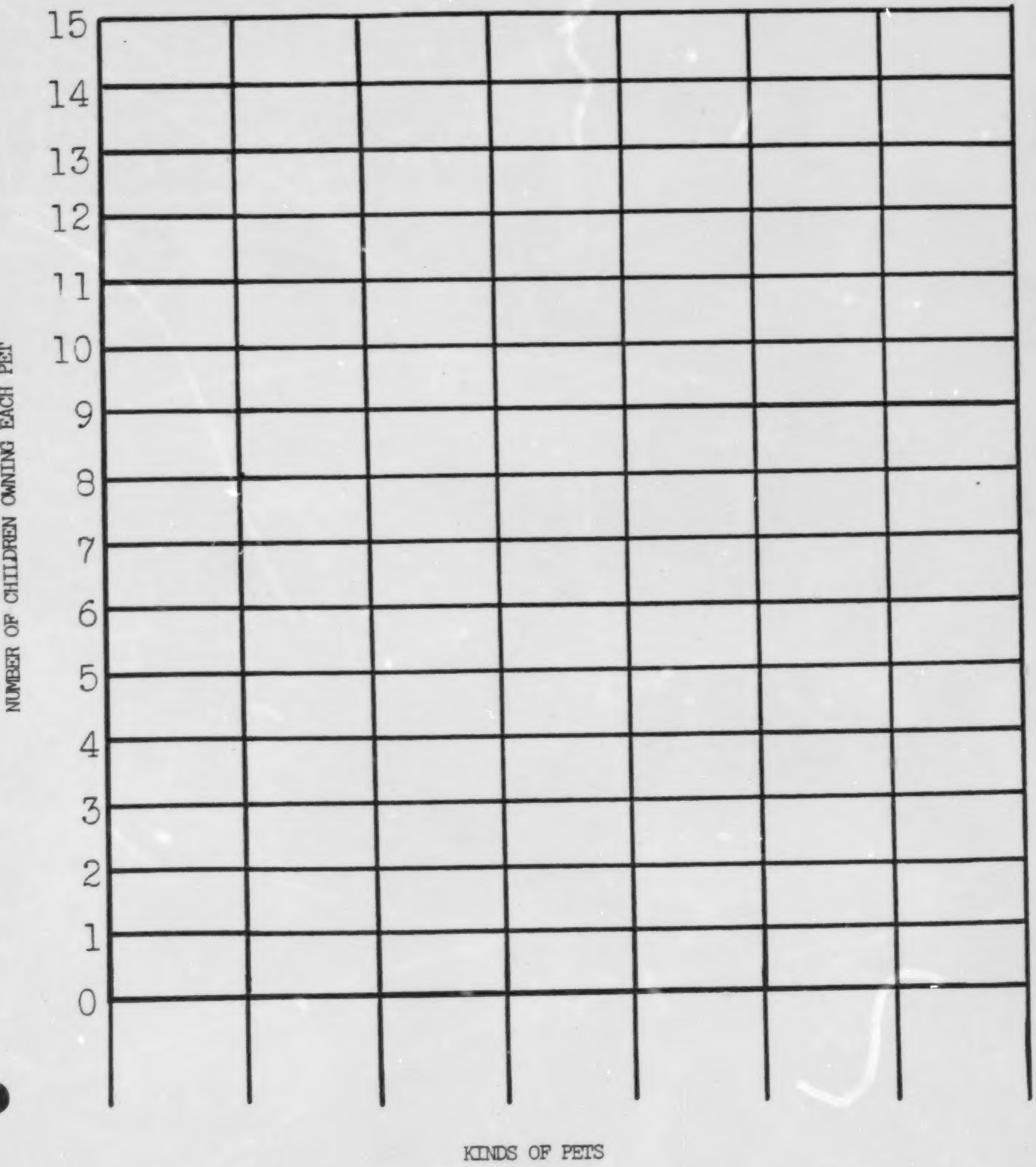
FAVORITE T.V. SHOW



BIRTHDAY GRAPH



PETS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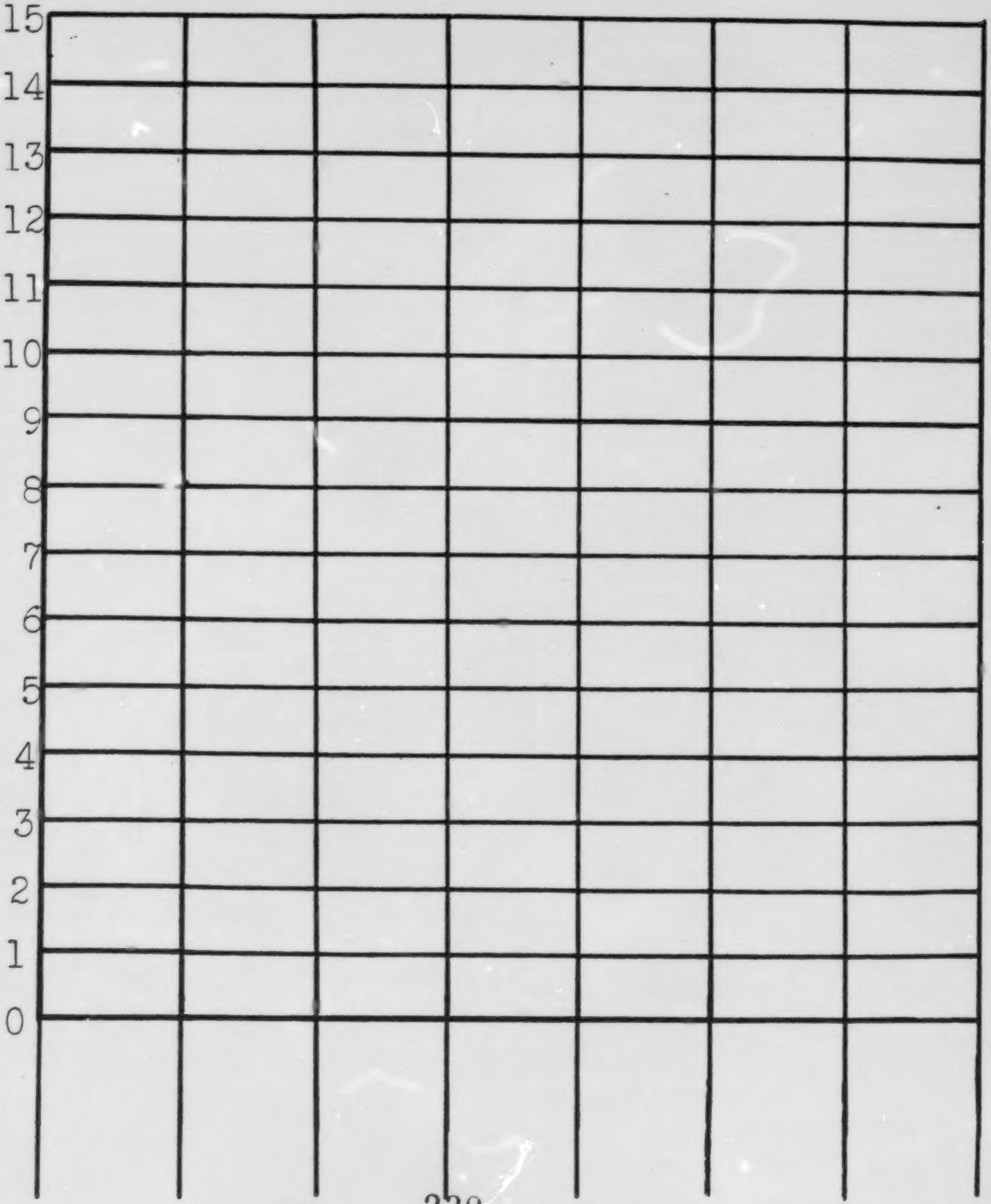
NUMBER OF CHILDREN OWNING EACH PET
KINDS OF PETS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MATH AIDS

The following section includes sheets of math aids suitable for reproduction. Many of these aids are used in project lesson plans. Others are supplemental. Some will need to be duplicated, cut apart, collated, etc.

The sheets include the following:

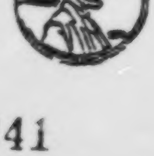
money (9 pages)

numbers 1-31 (6 pages)

math terms, symbols, and equations (4 pages)

spinner dials (1 page)

clock faces (2 pages)



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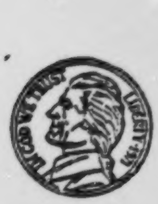
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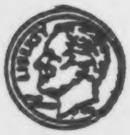
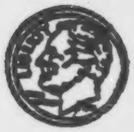
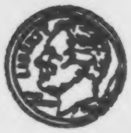
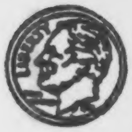
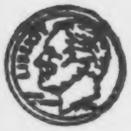
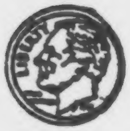
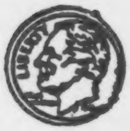
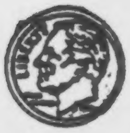
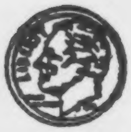
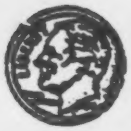
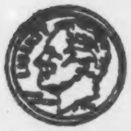
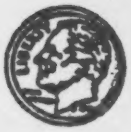
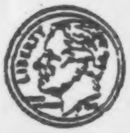
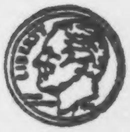
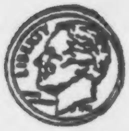
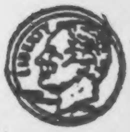

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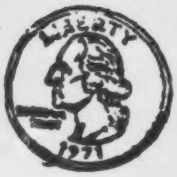
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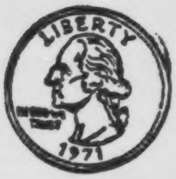
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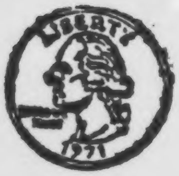
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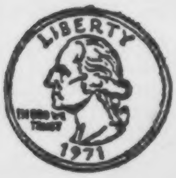
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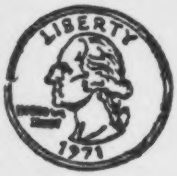
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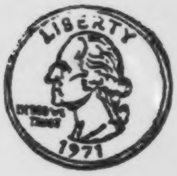
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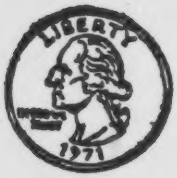
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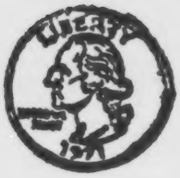
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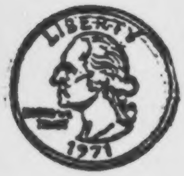
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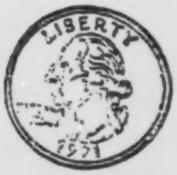
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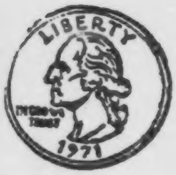
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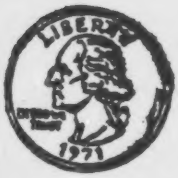
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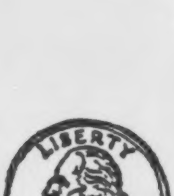
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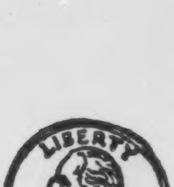
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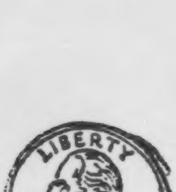
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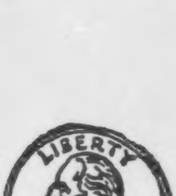
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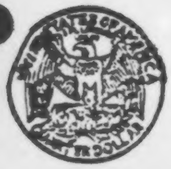
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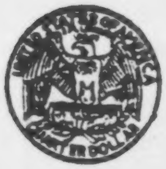
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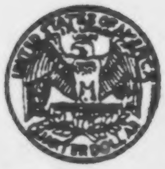
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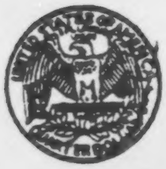
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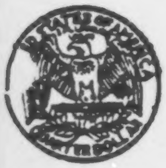
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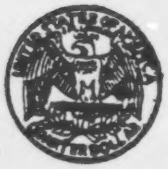
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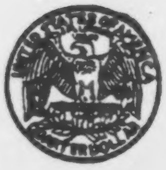
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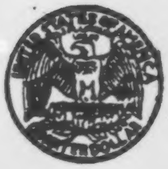
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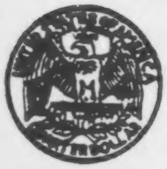
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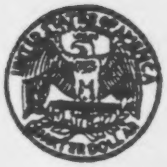
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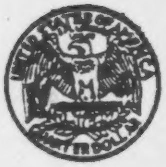
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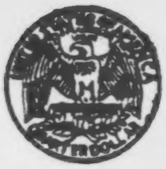
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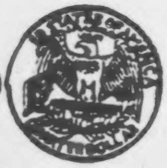
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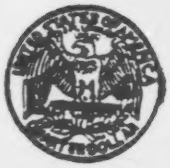
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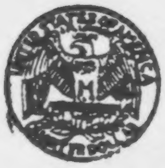
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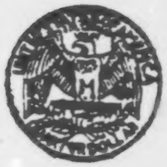
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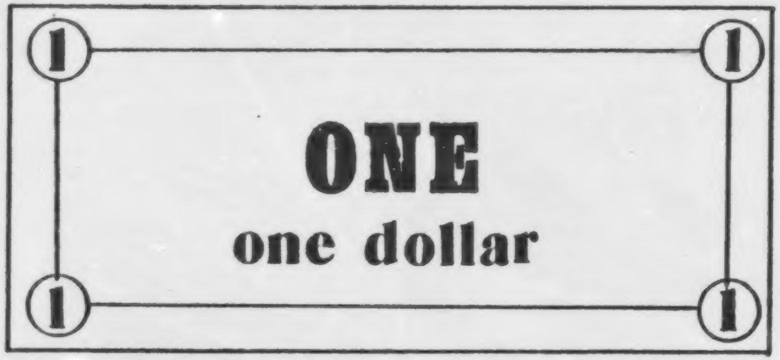
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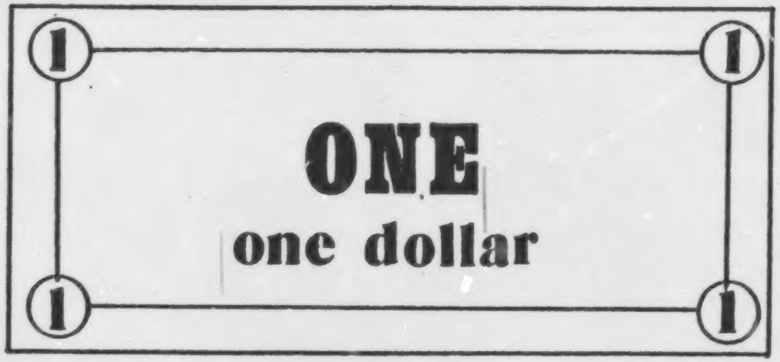
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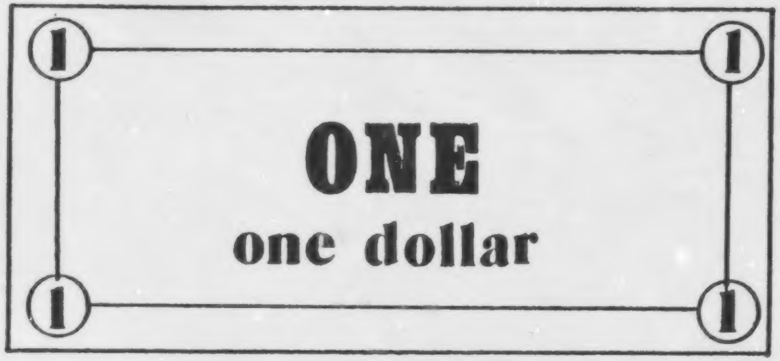
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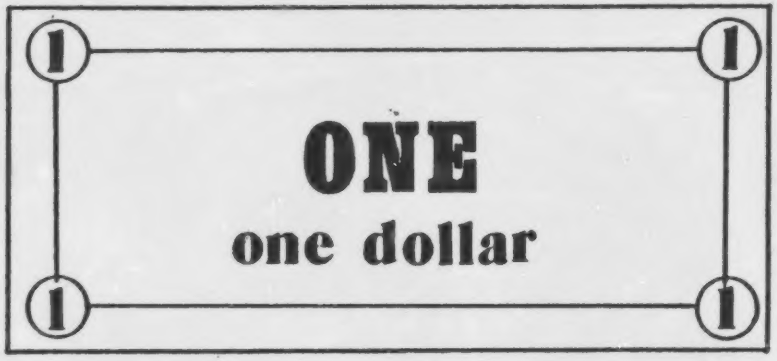
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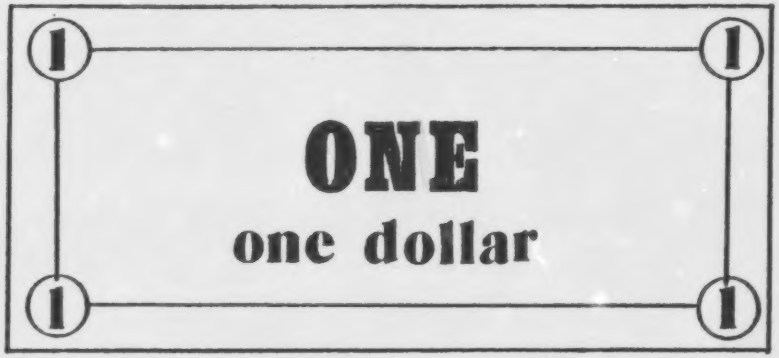
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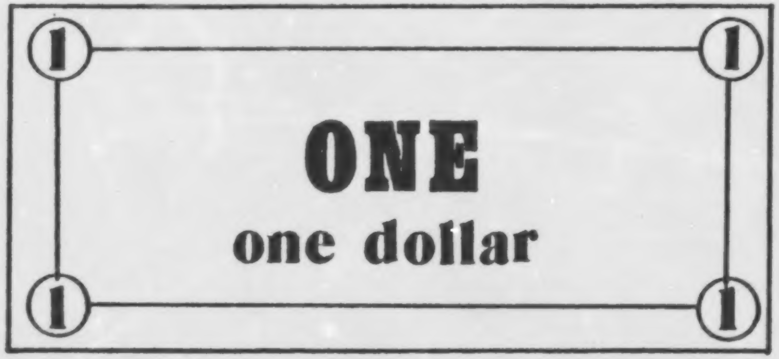
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219-M

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220-M

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CHRISTMAS	**EASTER**
VALENTINE'S DAY	**HALLOWEEN**
SUNDAY	**31**

256

222-M

$8 \div 2 =$

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subtraction	**multiplication**
addition	**division**
4+1=	6-3=

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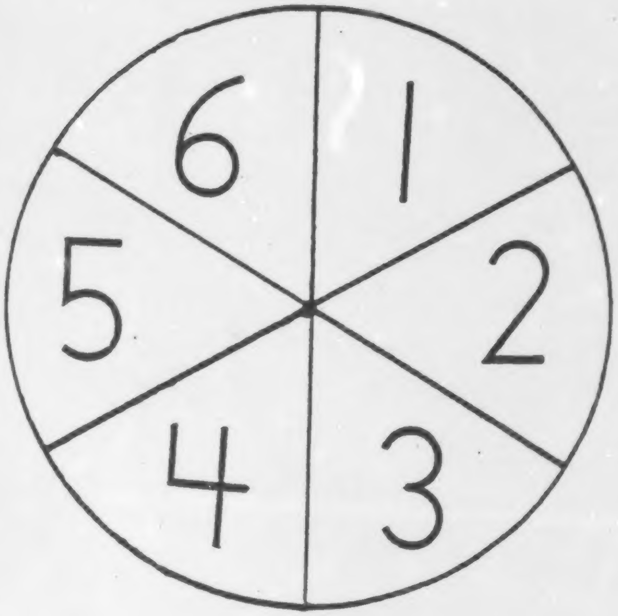

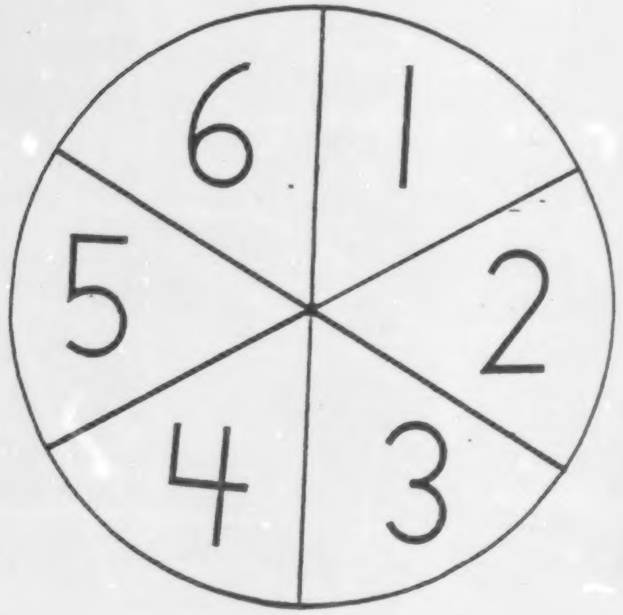

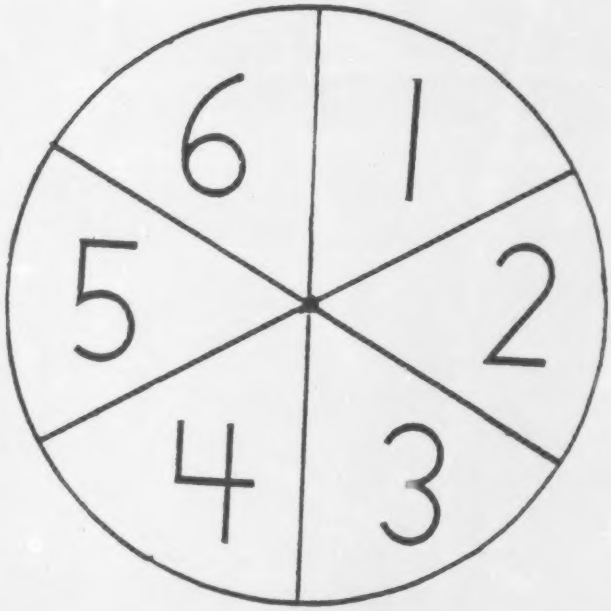

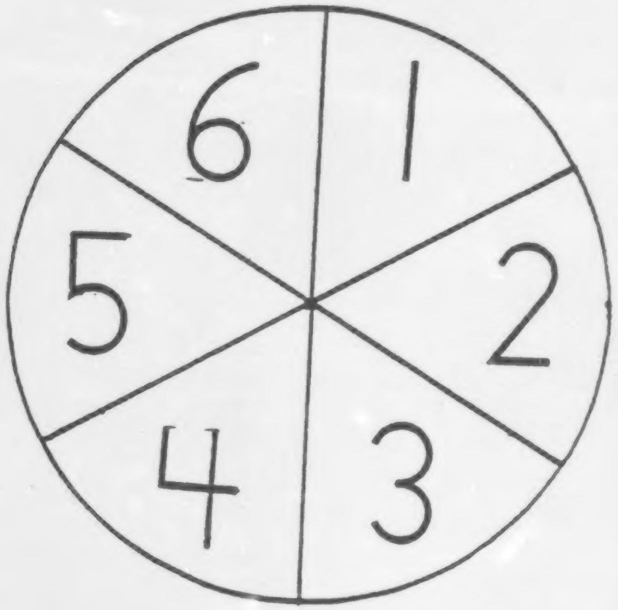

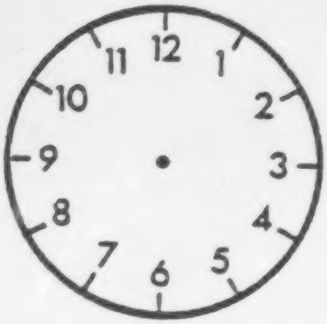
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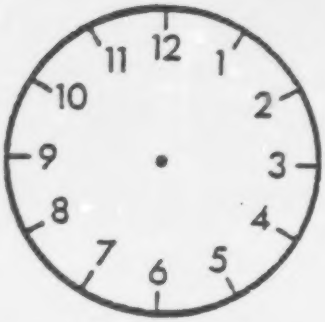
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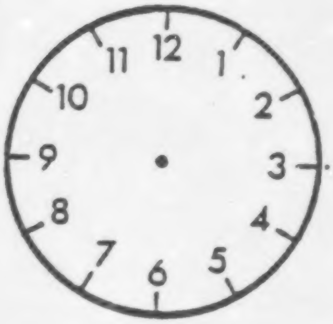
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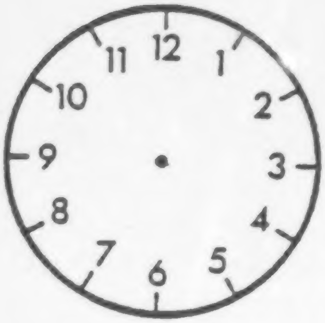
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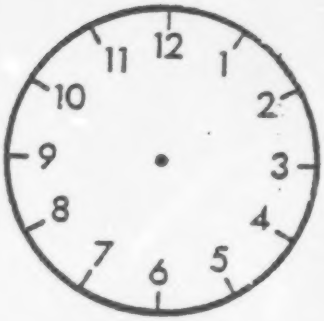
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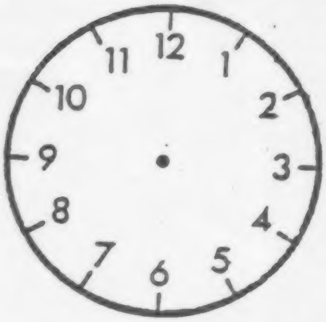
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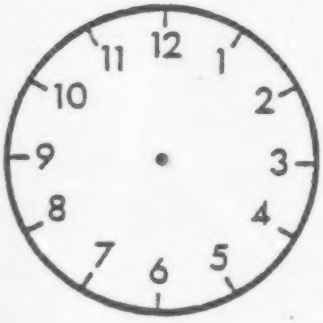
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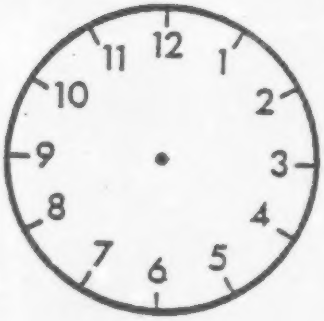
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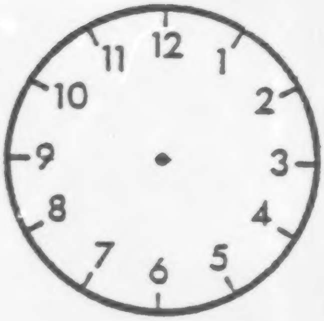
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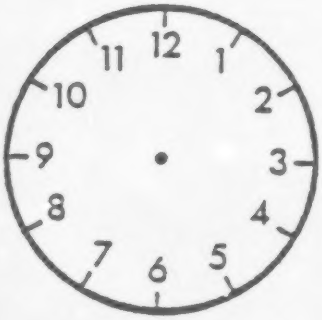
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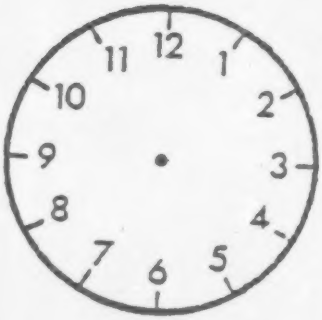
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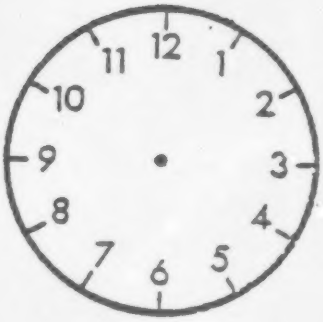
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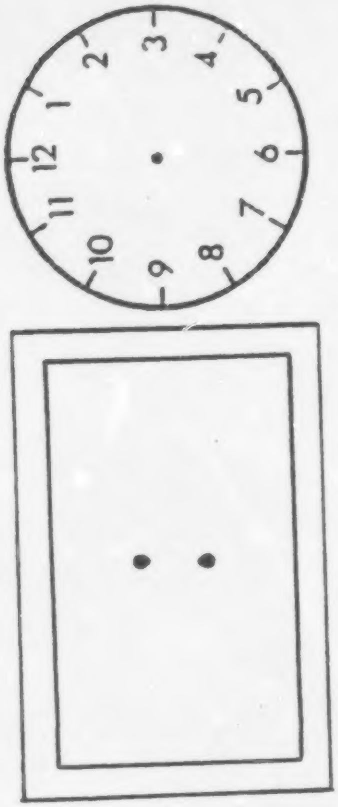

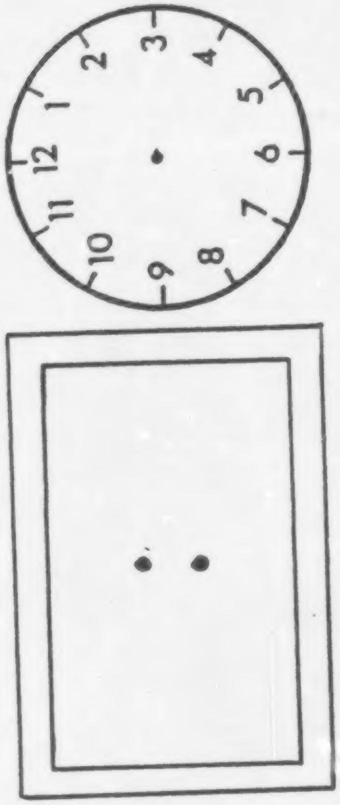

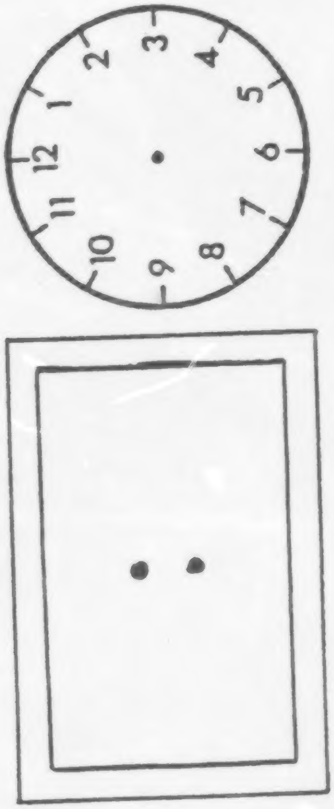

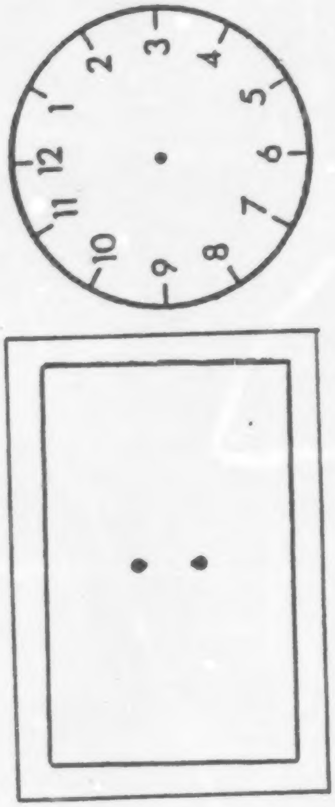

SOCIAL STUDIES/SCIENCE

VOLUME III
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ME COLORS

OBJECTIVE: Familiarity with adjectives and nouns

MATERIALS:
pencils
Personality Colors worksheet
1 inch construction paper squares--assorted colors (5/student)
glue or paste

ACTIVITY:

◐ Students write or dictate to teacher at least five different self-describing words or phrases.

◑ Students choose a color that represents each descriptive word or phrase.

◑ Students glue color beside the phrase on the worksheet.

● Descriptive phrases may be covered and other students guess what descriptive phrases were written just by looking at the colors.

ME COLORS

Directions: Write something about yourself on each line.
Then paste a color in each square that reminds you of what you wrote.

My whole personality

2
S

NAME TAGS

OBJECTIVE: Recognize and read first and last name

MATERIALS:
- pencils
- paper
- crayons
- felt pens

PREPARATION:

Teacher makes a name tag for each child.

ACTIVITY:

Using their name tags, students do the following:

- read their whole name
- read their first name
- read their last name
- trace the letters on tracing paper
- spell their name
- count the letters in their name
- draw an outline of their name

NAME TAG PICTURE MATCHING

OBJECTIVE: Recognize and read first and last names

MATERIALS: individual photos of each student
name tag for each student

ACTIVITY:

● Name tags and photos are spread faceup.

● Students match the photos and name tags.

● Name tags and photos are placed facedown to play a concentration-type game.

NAME TAGS CUT-UP

OBJECTIVE: Recognize and read first and last name

MATERIALS: set of name tags for each student cut between first and last name.

Mike	Jones

ACTIVITY:

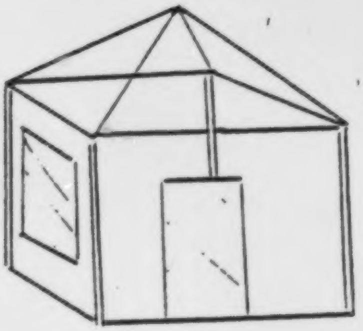
- Name tag halves are spread faceup. Students match first and last names.
- Name tag halves are placed facedown to play a concentration type game.

LEARNING MY ADDRESS

OBJECTIVES: State their address
Recognize their address in written form

MATERIALS: card table house
safety pins
address cards (child's address printed on cards)
index cards

PREPARATION: Teacher makes a card table house by draping a sheet over a table or covering it with butcher paper.



Print students' addresses on index cards.

123 Maple Street
Glendora, California

Address cards are pinned to the outside of the card table house.

ACTIVITY:

Students play a game where they:

- say their address in order to enter the card table house
- find their address card before entering the house

BODY OUTLINES

OBJECTIVES: Identify body parts
Compare and contrast various students' body outlines

MATERIALS:

butcher paper	fabric pieces
large felt pens	5" x 8" index cards
construction paper	scissors
crayons	mirror

ACTIVITY:

- Students lie on butcher paper with legs and arms slightly spread.
- Trace their bodies describing the process:

> "I'm starting to trace around your right ear. Now I'm tracing your neck and now your shoulder..."

- Student and/or teacher cut out the outlines and attach them to a bulletin board. Names and birthdates are written on index cards and attached to the outlines.
- Students observe themselves in a mirror and identify their eyes, ears, nose and mouth.
- Students draw, cut out, and attach paper eyes, ears, nose and mouth to outlines.
- Ask the following:

> "How is your body outline like all the others?"
> "How is your body outline different from others?"
> "Why do you think people have two eyes and only one mouth?"

BODY BUDDIES

OBJECTIVE: Identify body parts

MATERIALS: colored chalk

ACTIVITY:

- Body shadows:

  Children go outside on sidewalk playground and stand so that each casts a clear, distinct shadow.
  The children trace each other's shadows.
  Each child and/or teacher writes the child's name inside his/her shadow.
  Children return after a half hour or hour. They retrace their shadow using a different color of chalk.
  Teacher and children discuss what had happened to their shadow.
  Children identify as many body parts as possible using their shadow outlines.

VARIATION:

Children stand in another person's shadow and try to make their body match the shadow outline.

- Simon Says:

  Play "Simon Says". Have students touch various body parts. ("Simon says, touch your toes. Simon says hop on your left foot...")

- Body Buddies:

  Have two students volunteer to be "body buddies" and stand in front of the class.

  Discuss the ways they are alike and different.

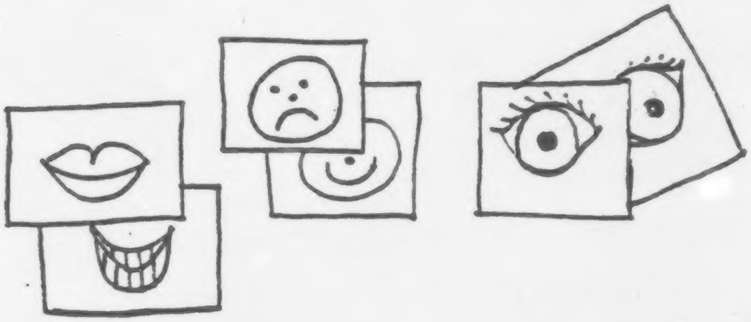
BODY PARTS CLASSIFICATION

OBJECTIVES: Sort and identify parts
Compare and contrast various body parts

MATERIALS: body parts picture cards

ACTIVITY:

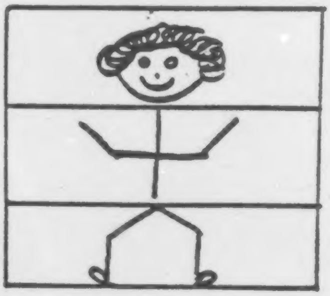
- Students sort cards according to body parts.
Students describe body parts as they are sorting.



PEOPLE PUZZLES

OBJECTIVES: Identify body parts
Identify the relative location of body parts

MATERIALS: pictures of people divided into three sections (along neck and torso)



ACTIVITY:

- Students classify "People Puzzle" pieces into three main body regions.
- Students combine "People Puzzle" to make a complete picture of a person.

SMALL BODY PARTS PUZZLE

OBJECTIVE: Identify body parts

MATERIALS: Small Body Parts Puzzle (included)

ACTIVITY:

◑ Child and/or teacher assembles small body parts puzzle.

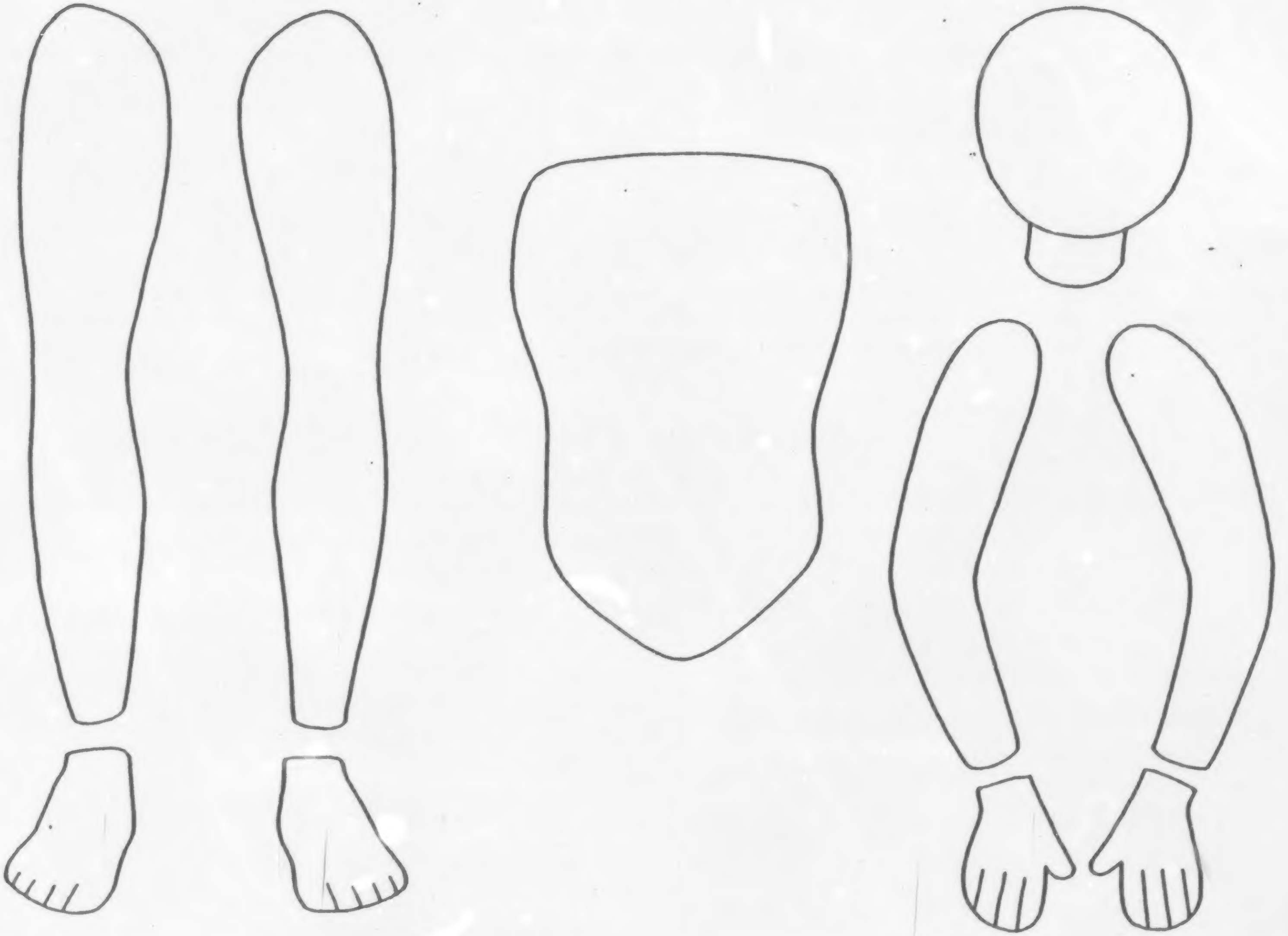
◐ Discuss the shapes, sizes, and numbers of each body part.

● As the students identify each body puzzle part, they relate that part to their own body.

◐ Ask the following:

"Which is the biggest?"
"Which is the smallest?"
"How is yours like others?"
"How is yours different from others?"

SMALL BODY PARTS PUZZLE



LARGE BODY PARTS PUZZLE

OBJECTIVE: Identify body parts

MATERIALS: Large Body Parts Puzzle sheets (included)
crayons or felt pens
glue
scissors
9" x 12" piece of construction paper

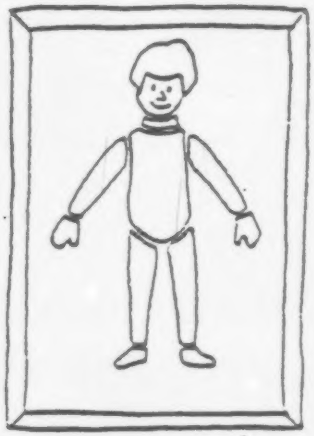
ACTIVITY:

● On the head piece, the student draws and names the eyes, a nose, a mouth, and ears.

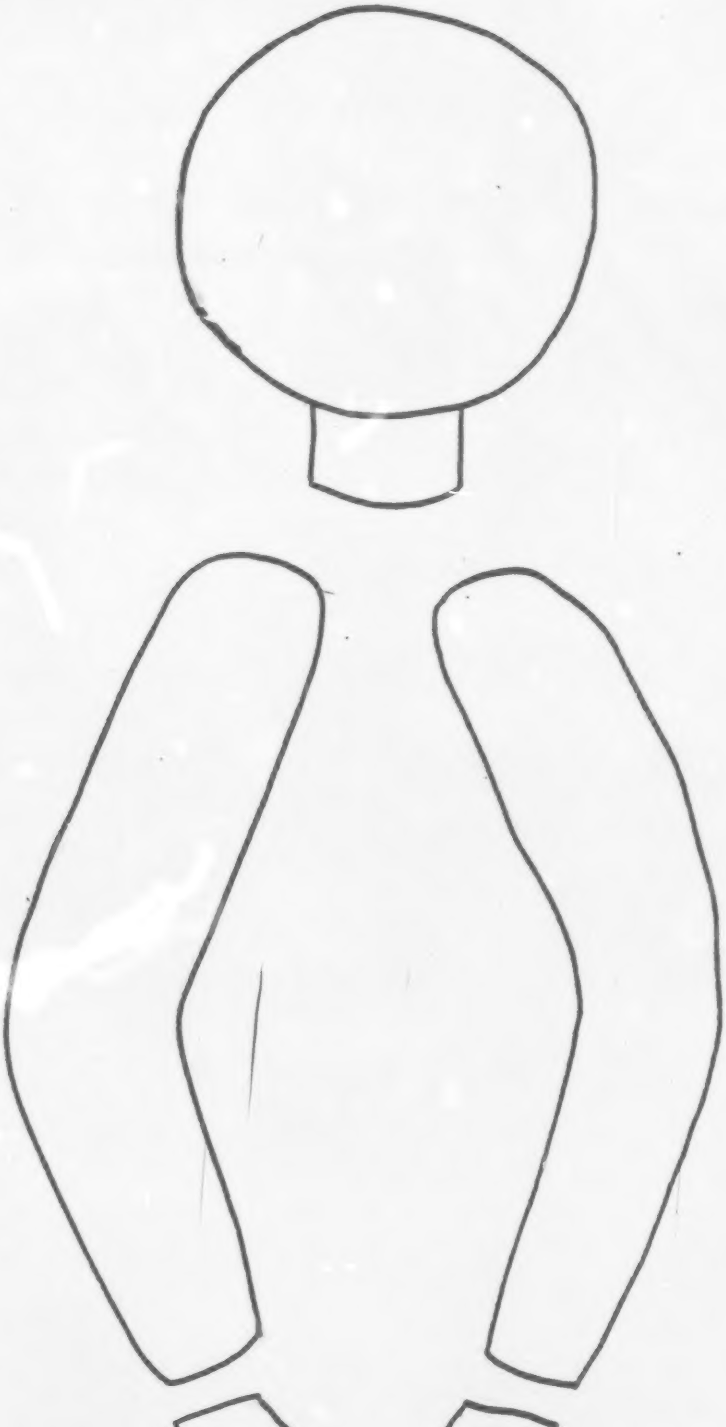
● Student colors, names, and cuts out the body parts on the Large Body Parts Puzzle sheets—relates each body puzzle part to students own body.

◑ Student glues the parts in the appropriate positions on construction paper.

◐ Remove one part from the completed puzzle and have students name the missing part.



LARGE BODY PARTS PUZZLE



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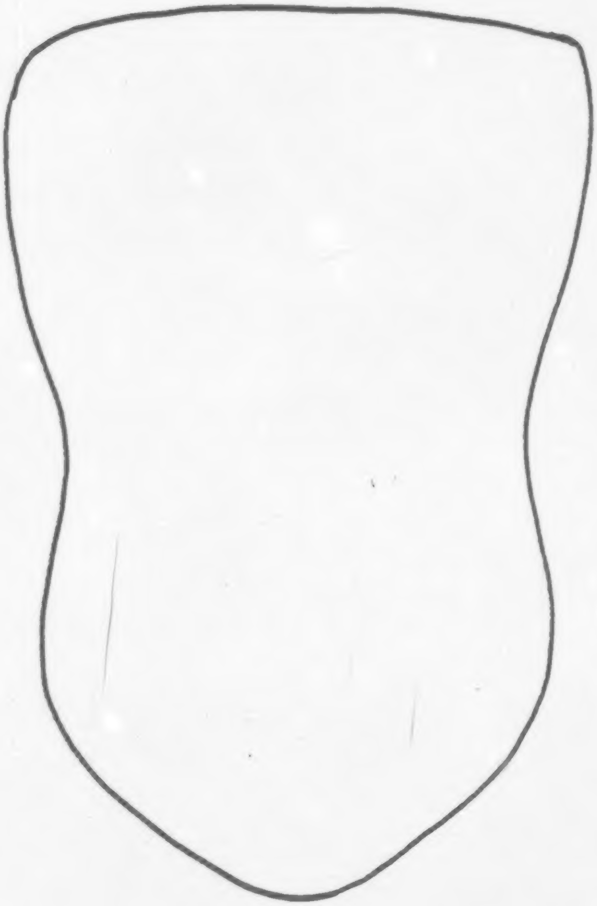
LARGE BODY PARTS PUZZLE



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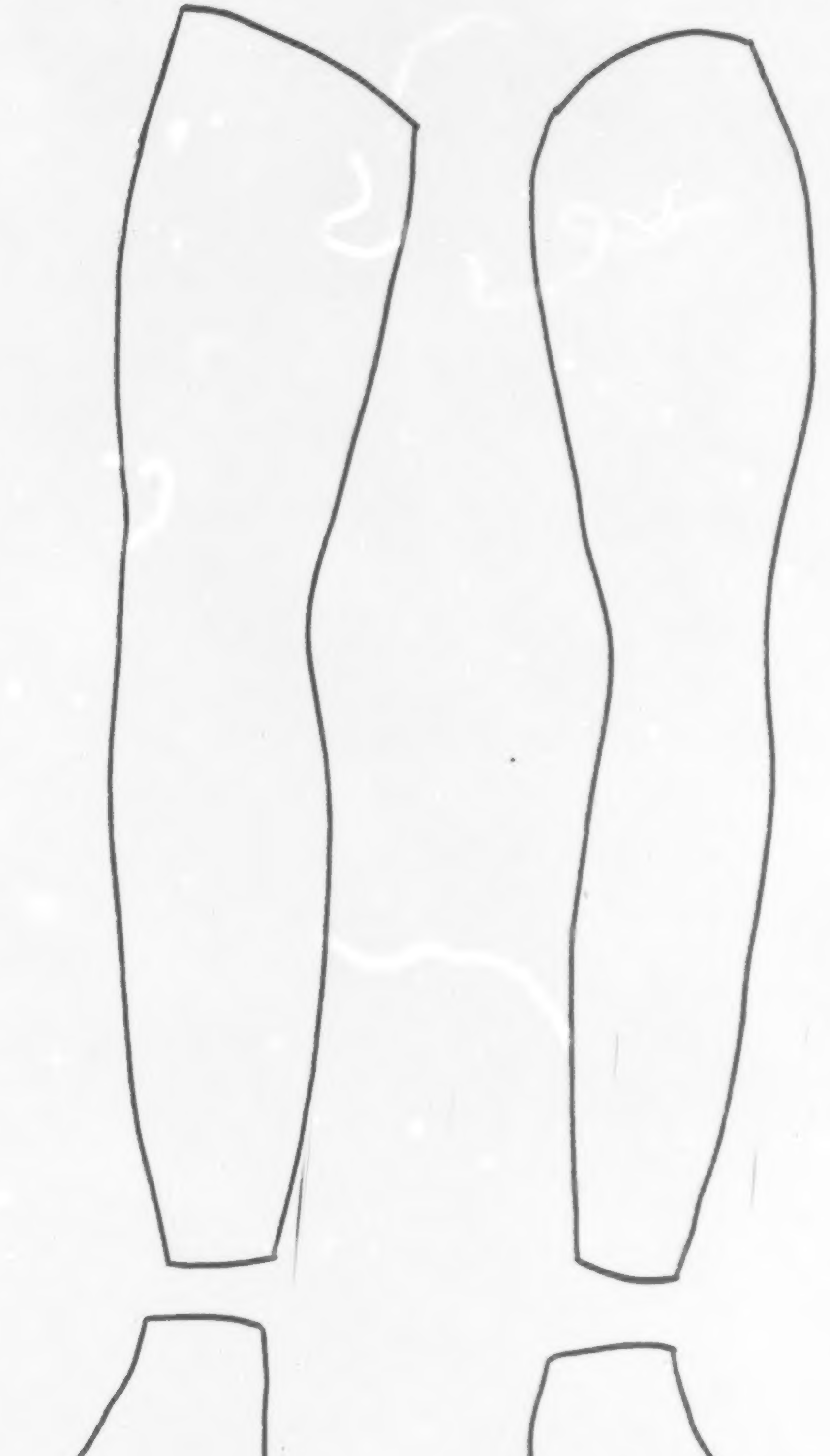


MAKE A FACE

OBJECTIVES: Identify parts of face
Compare and contrast various students' faces

MATERIALS: face mask pattern
paper cut-outs of eyes, noses, mouths, ears
scissors
glue
tongue depressors
yarn
crayons or felt pens

ACTIVITY:

◑Students cut out the face mask pattern.

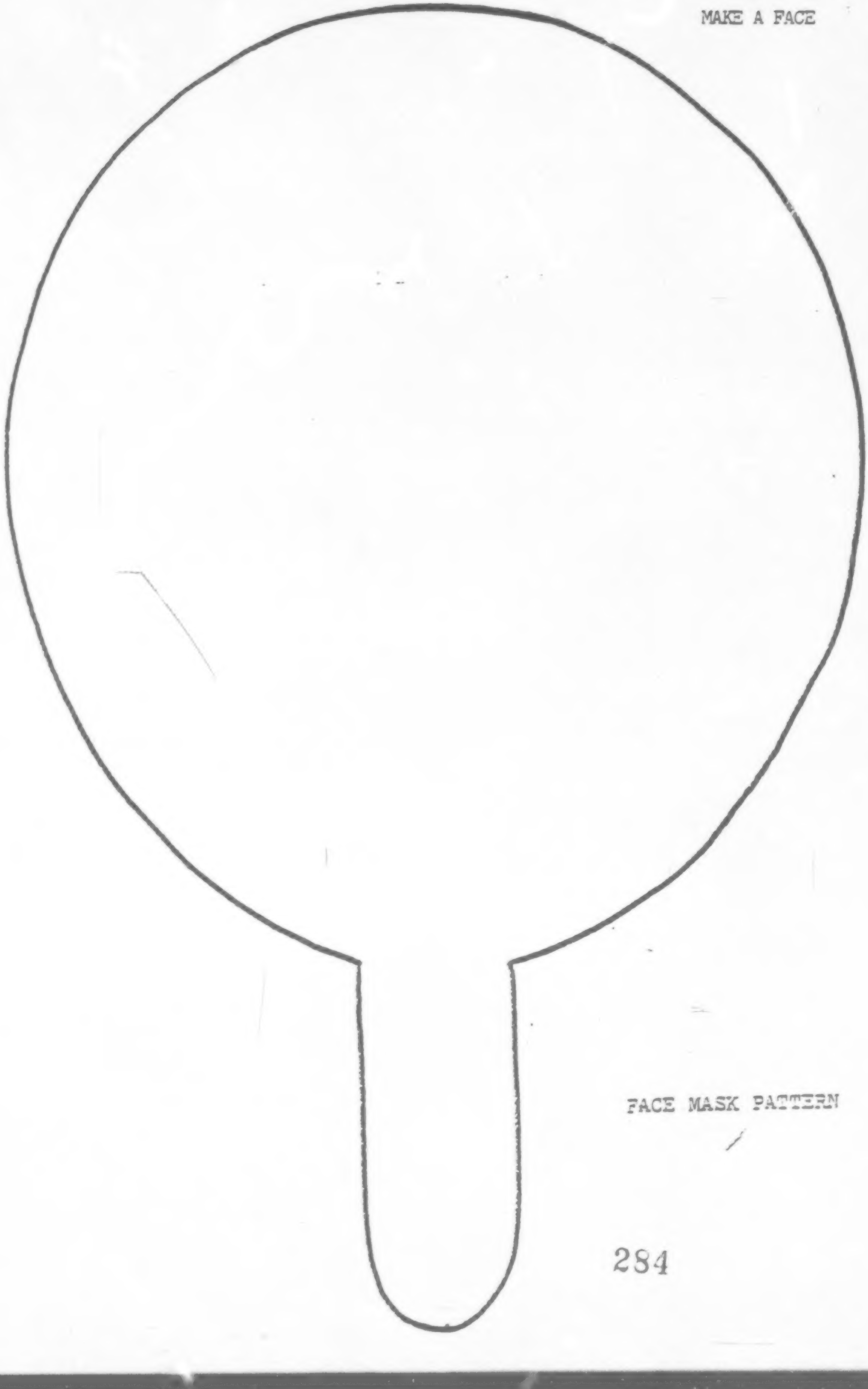
◑Students glue on eyes, ears, nose, mouth, hair, etc. to make their faces.
Holes may be cut for the eyes.

◐Discuss the various facial pieces as they are cut and glued.

The tongue depressor is glued to the back to use as a handle.

◐Ask the following:

> "How is your mask like everyone elses?"
> "How is your mask different from others?"
> "How does your face mask feel?....Is is happy, sad, surprised, scared?"



FACE MASK PATTERN

PLAYDOUGH PEOPLE

OBJECTIVES: Identify body parts
Develop fine motor coordination
Compare and contrast various forms

MATERIALS: playdough
rolling pin
various cutting and marking tools

ACTIVITY:

◑ Students form a person (self, a family member, a friend) out of playdough.

◐ Ask the following:

> "Does your 'person' need anything else?"
> "Does your 'person' look like anyone elses?"
> "How is your 'person' the same as someone elses?"
> "How is your 'person' different from someone elses?"

FOOTPRINT PAINTING

OBJECTIVES: Identify body parts: feet and toes
Develop competence in counting
Develop tactile discrimination
Understand right and left

MATERIALS: butcher paper
tempera paint and large brushes
newspaper
paper towels
felt pen
washtub filled with water

ACTIVITY:

◑ Paint the bottoms of a seated student's feet — right foot one color, left foot a different color.
Student steps on butcher paper to make the prints.
Student steps into washtub to wash off feet.
Student's name is written on the paper and hung to dry.

◐ Ask the following:

"How many toes on this foot?"
"How many toes all together on both feet?"
"How many foot prints did you make?"
"What did the paint brush feel like on your feet"
"Which is your right foot? Which is your left foot?"

RECOGNIZING FEELINGS

OBJECTIVE: Recognize and demonstrate facial expression, vocal intonation, and body posture related to six basic feelings.

MATERIALS: facial expression pictures: 1. happy, 2. sad, 3. disgust, 4. anger, 5. fear, 6. surprise (included)
body language cards: 7. happy, 8. sad, 9. disgust, 10. anger, 11. fear, 12. surprise (included)

ACTIVITY:

● "I'm going to show you a picture of a face. Can you tell me how this person feels?" (happy)

◑ "Show me different ways you can look to show happiness." (Mirrors are helpful for primary-level students.)

◑ "What lines do you see that make you feel the answer is happy?"

◑ "Put your hands on your face and smile. What do you feel?"

◑ "Without saying a word, show me how a person who is happy might stand (clapped hands, jumping for joy with hands raised). Show your card."

◐ "Who can say this statement using a happy tone of voice?"

1. We are leaving tomorrow.
2. The children ate the cereal.
3. It looks like the weather is changing.

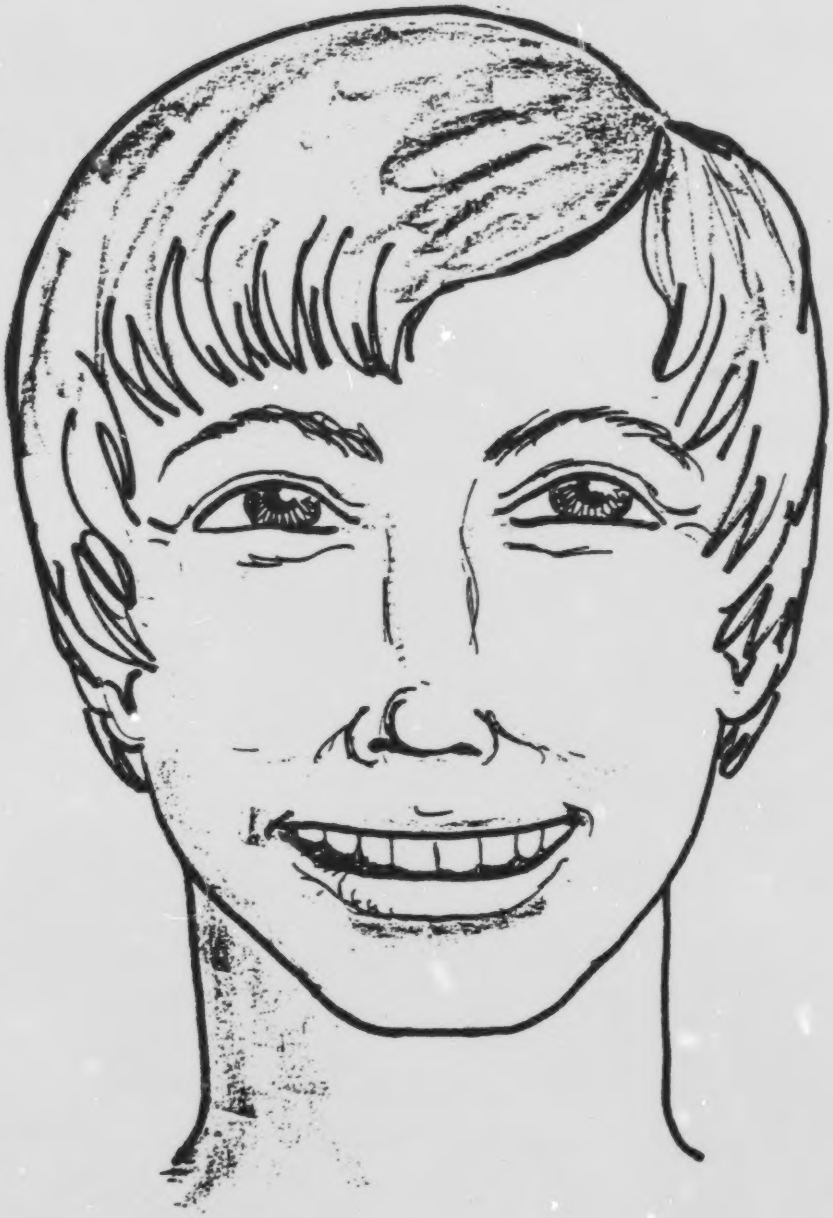
◑ "Draw a picture of yourself showing a time when you were very happy."

Repeat procedure for sad, disgust, anger, fear, surprise.

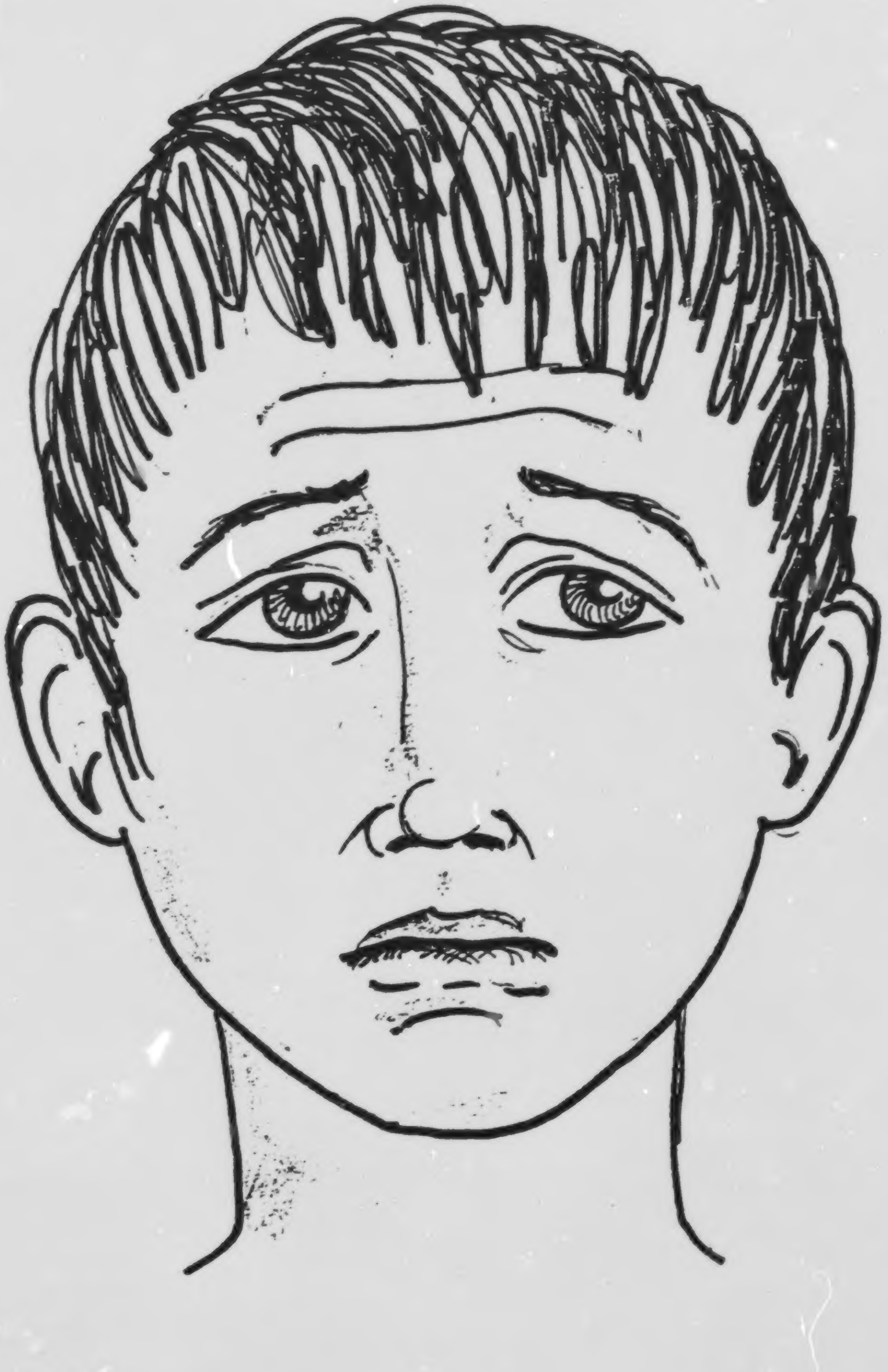
● Recognize feelings of others (students and teachers) on playground or in classrooms.

◑ Make posters displaying certain feelings by cutting pictures from magazines.

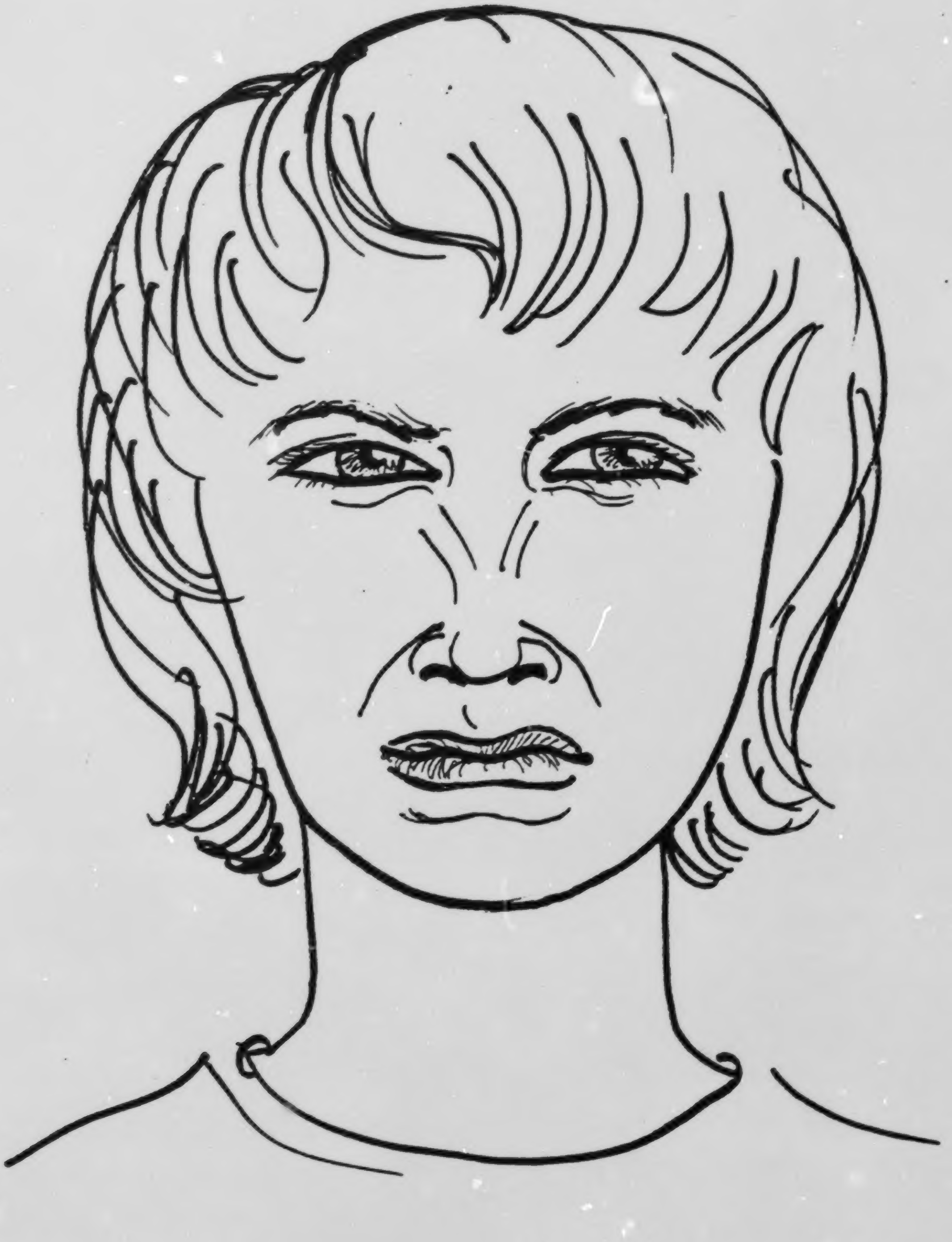
RECOGNIZING FEELINGS 1



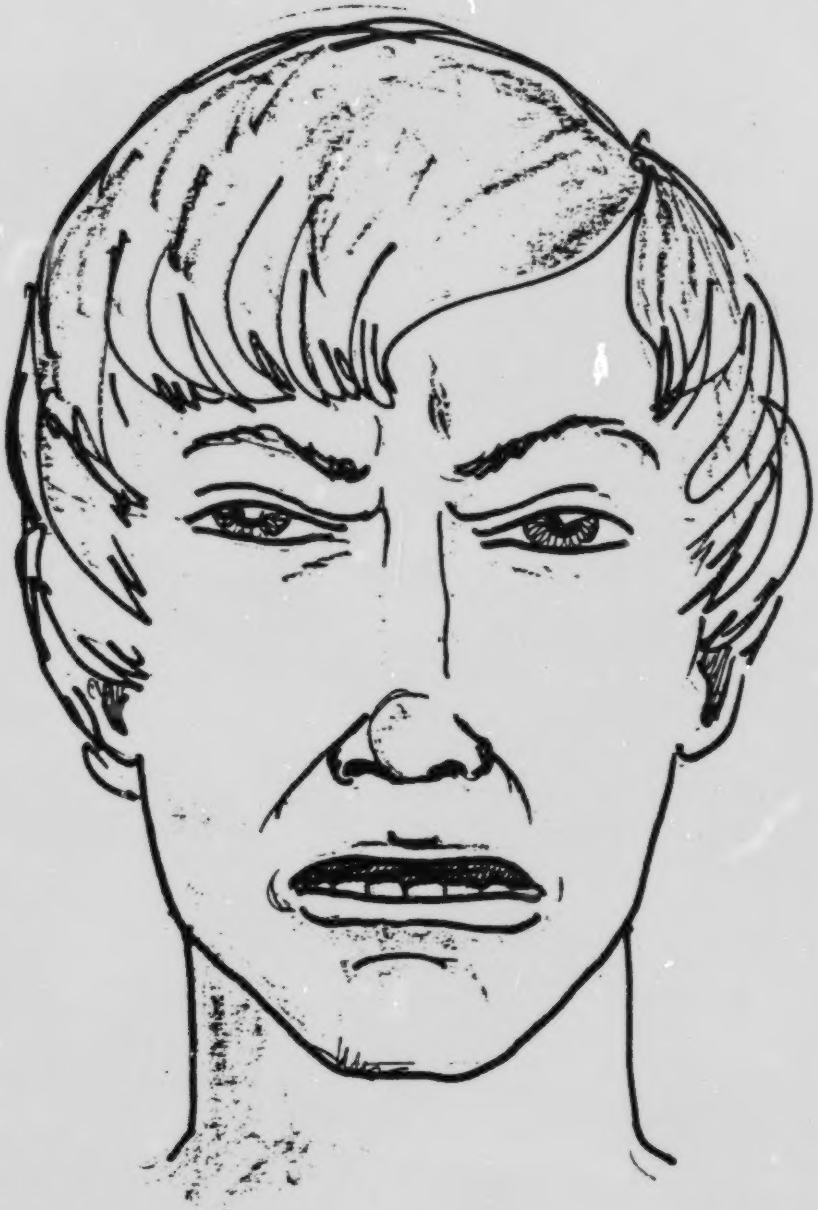
RECOGNIZING FEELINGS 2



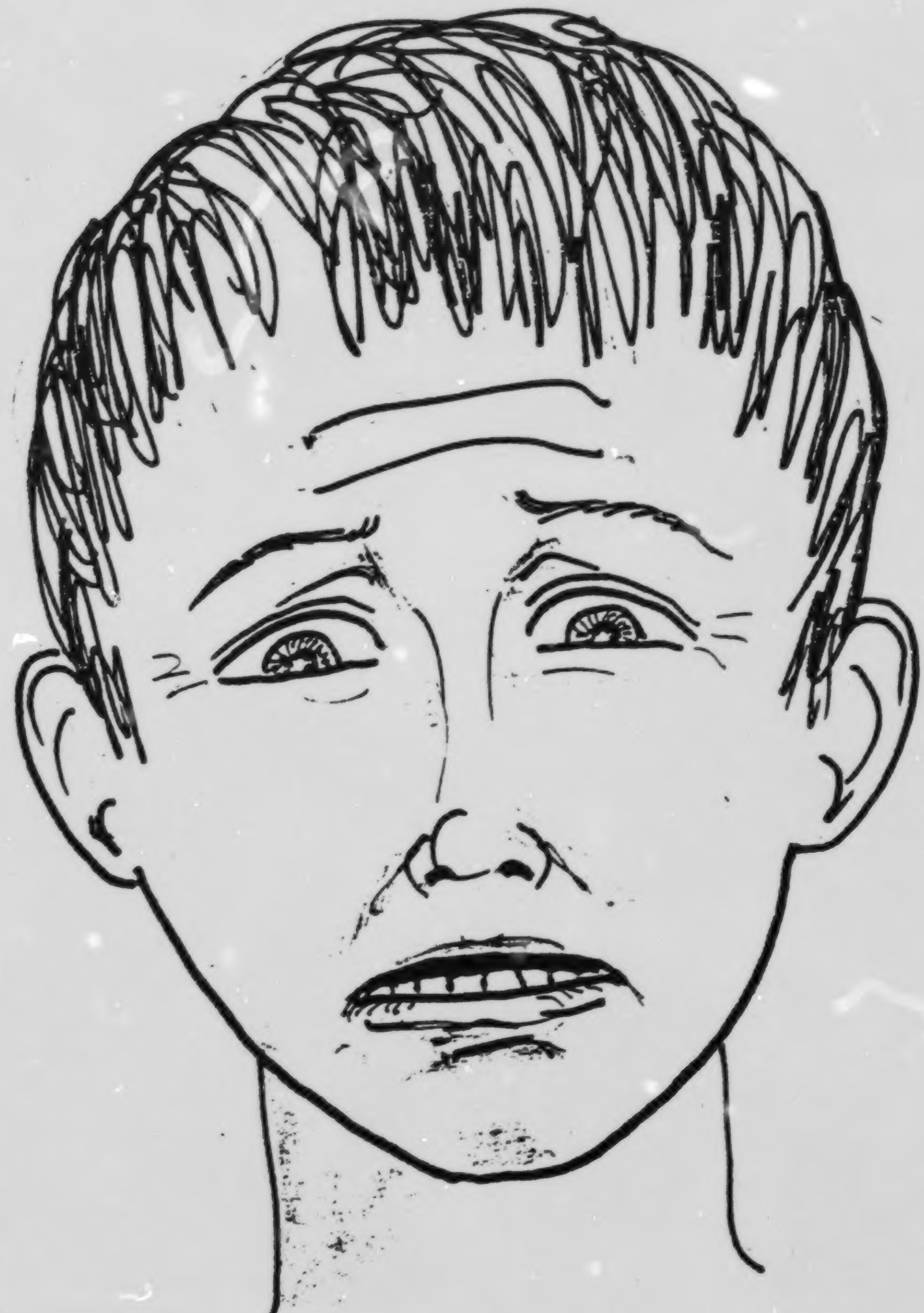
RECOGNIZING FEELINGS 3



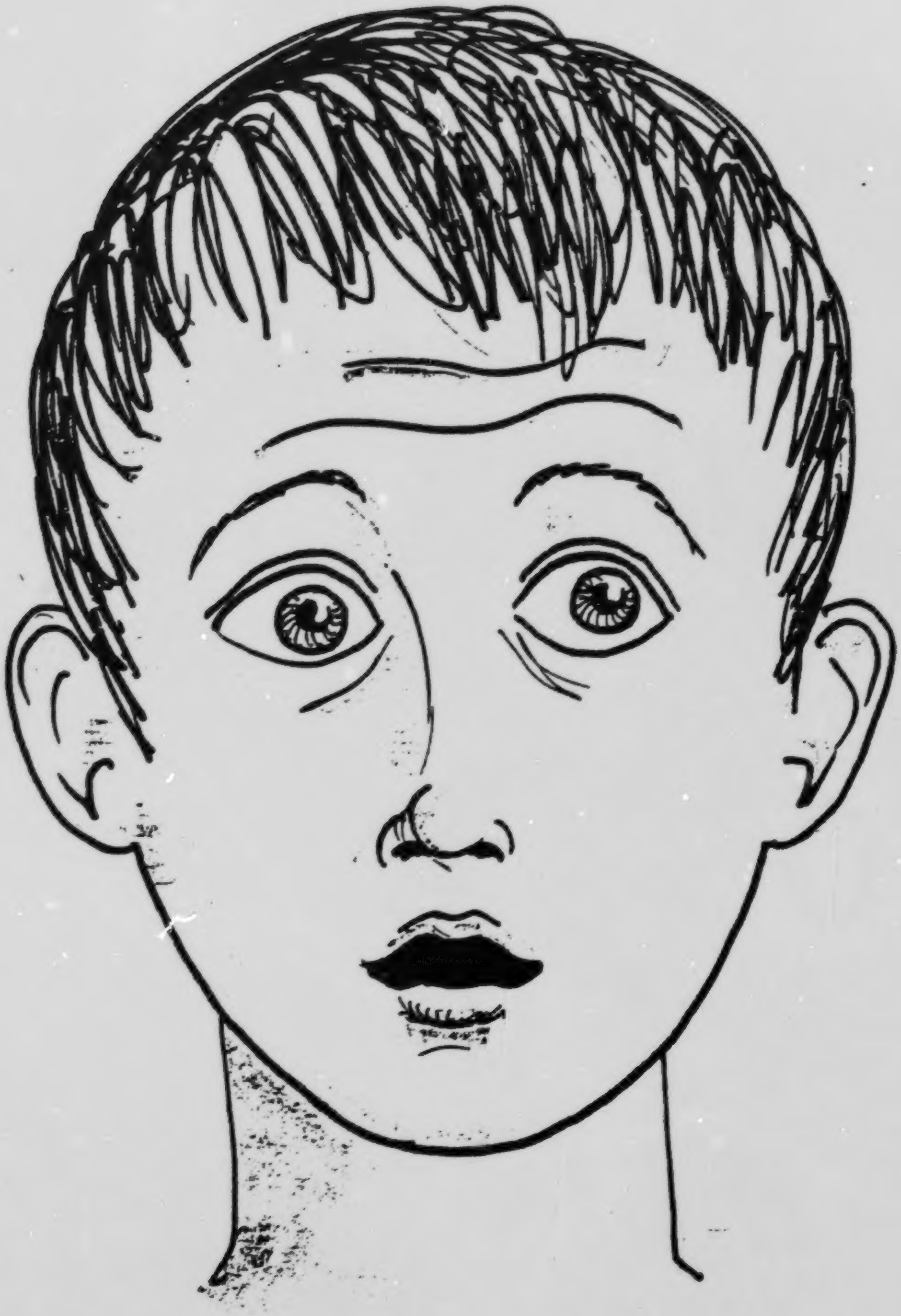
RECOGNIZING FEELINGS 4

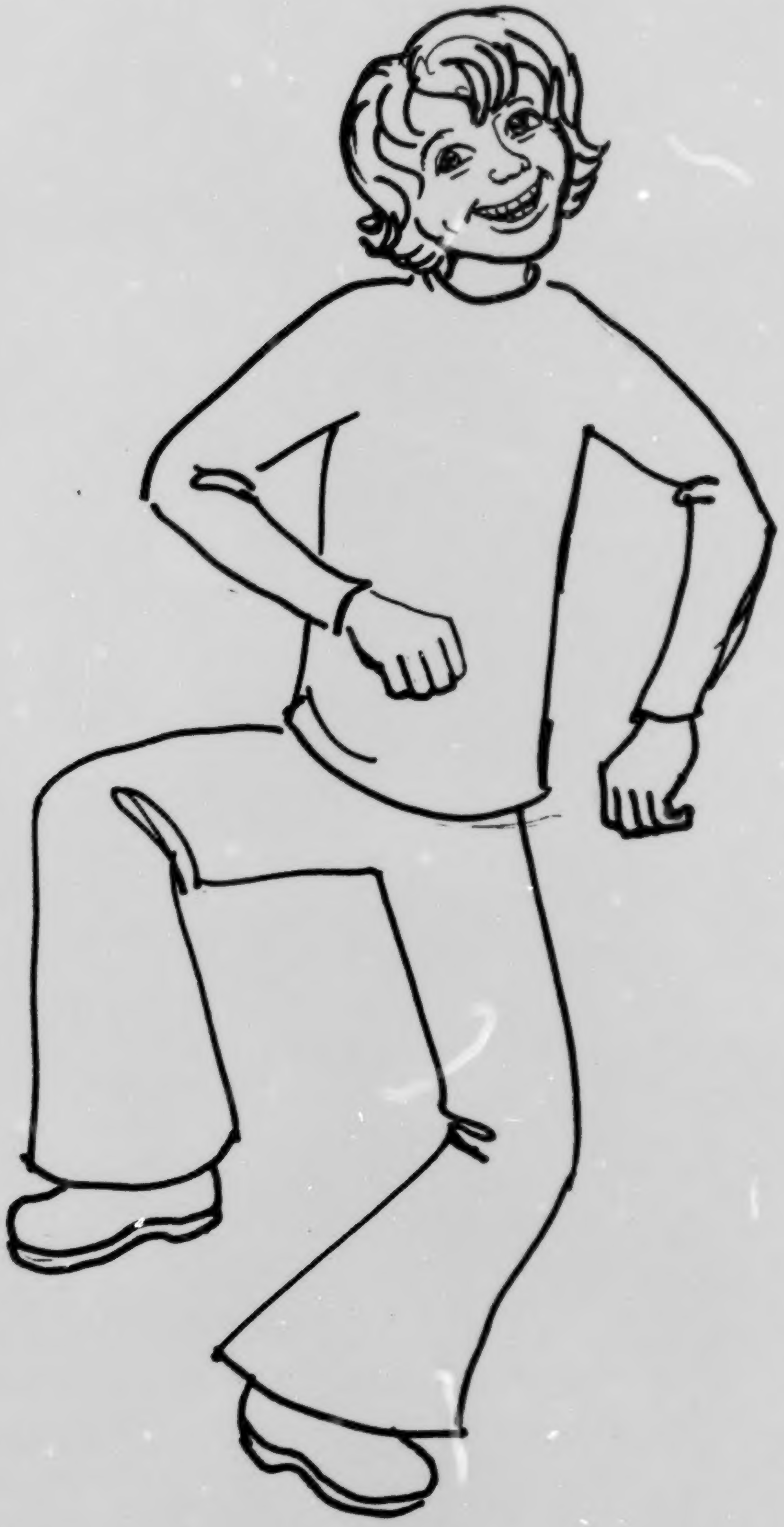


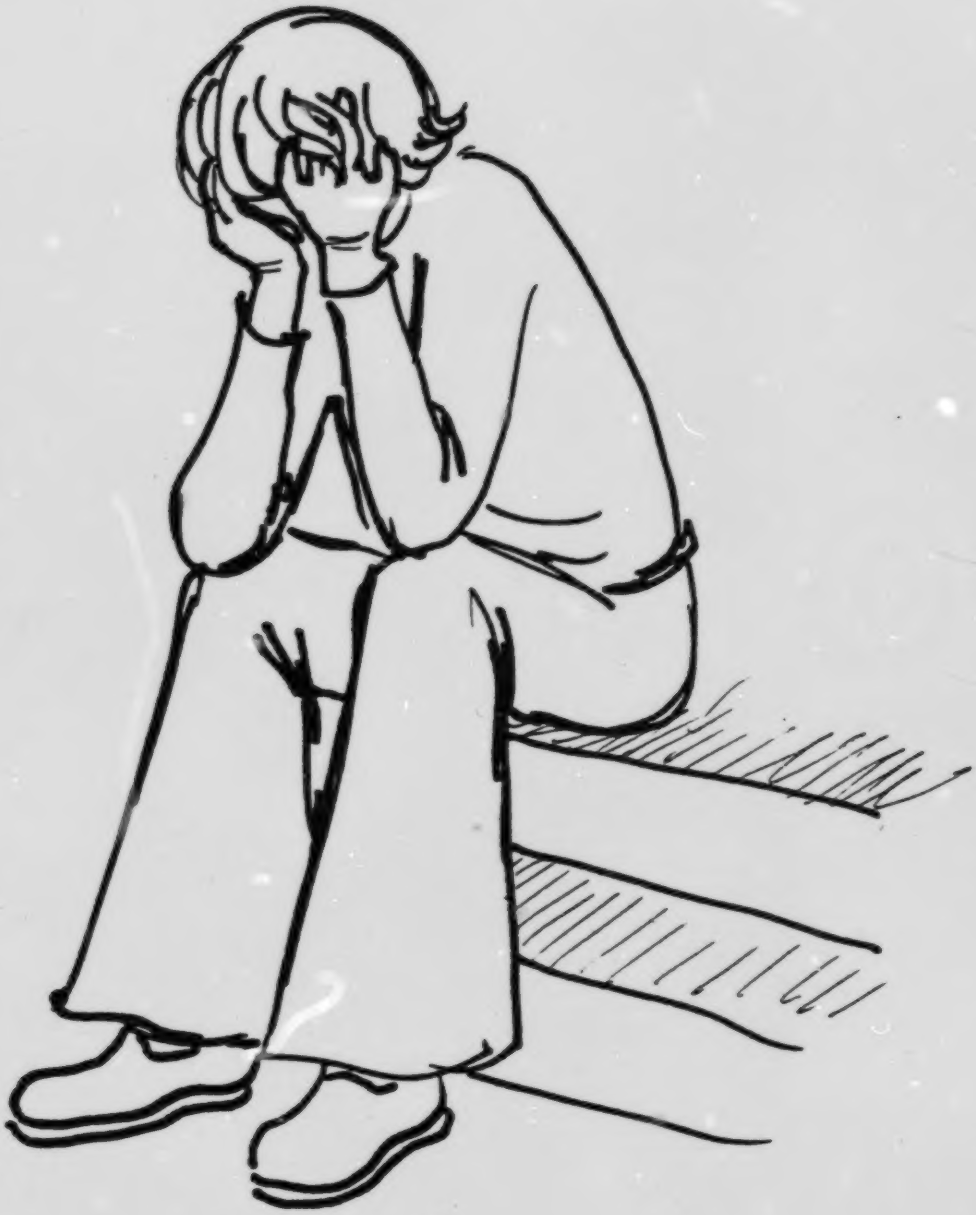
RECOGNIZING FEELINGS 5

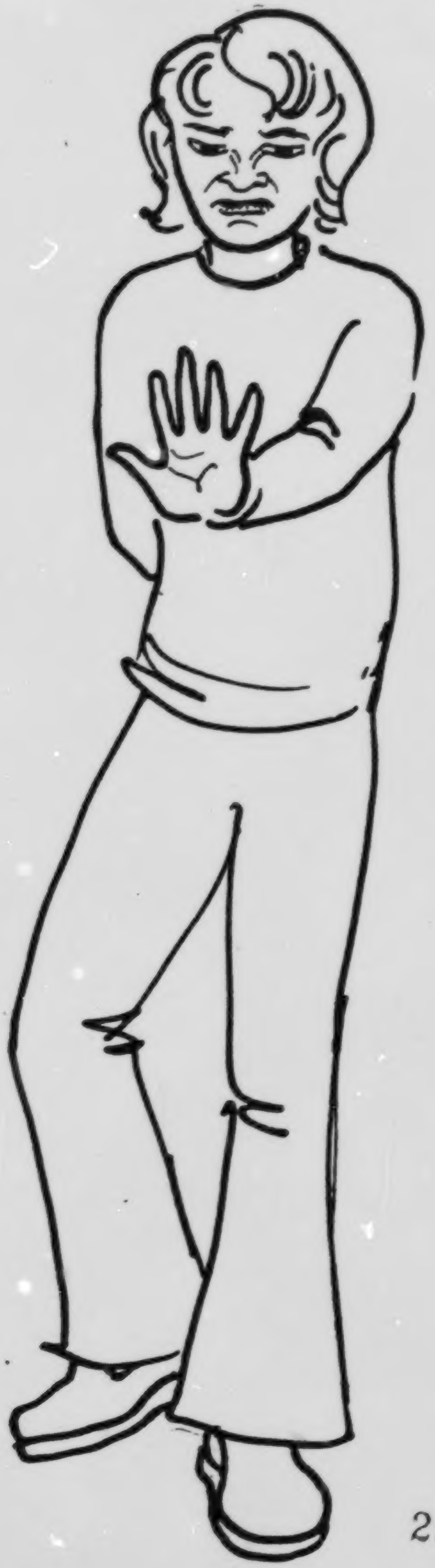


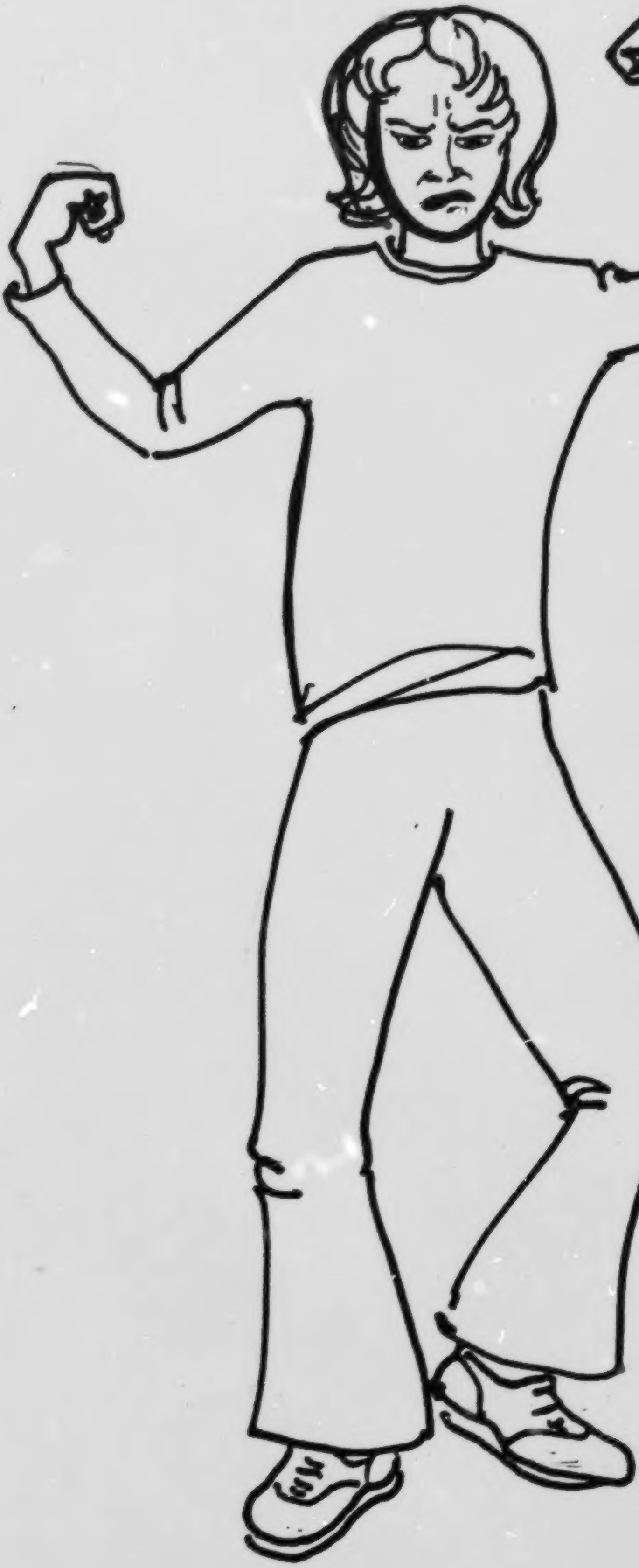
RECOGNIZING FEELINGS 6

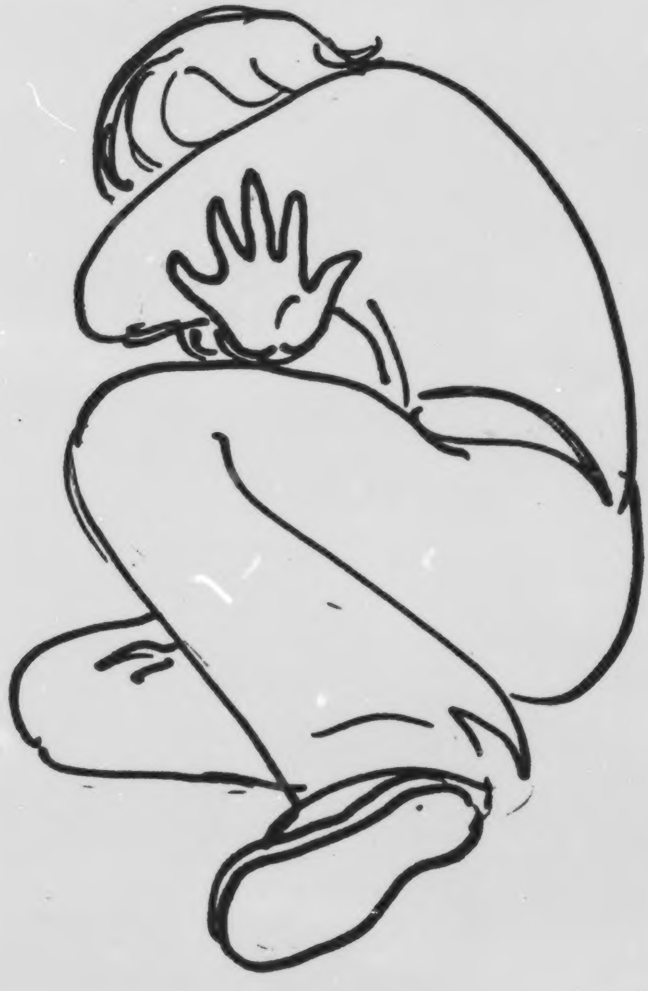




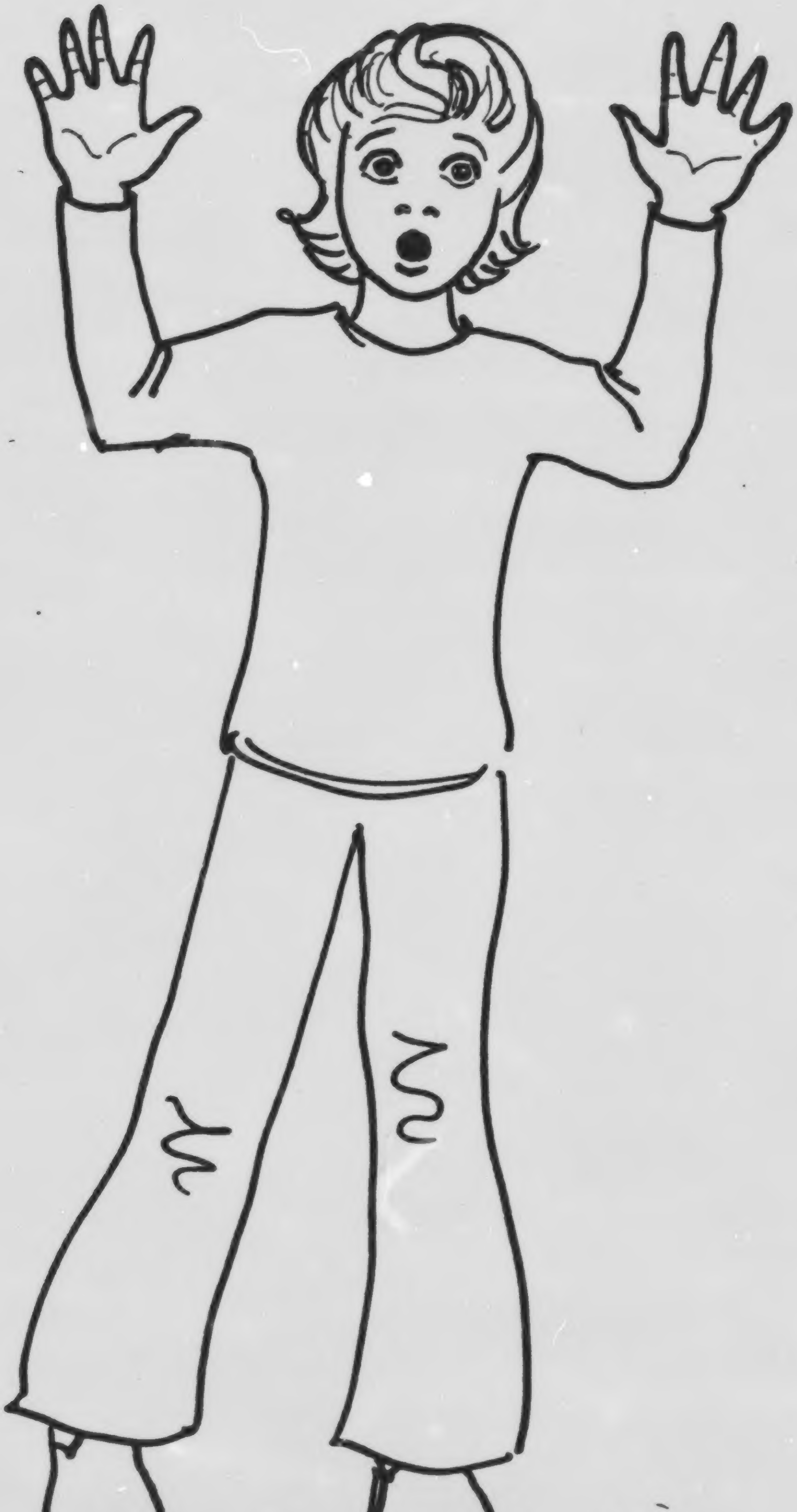








RECOGNIZING FEELINGS 12



DAYBREAK

OBJECTIVES: Understand the sequence of the days of the week
Identify the days of the week

MATERIALS: cubes (7 per student)
Daybreak Worksheet (included)
pencils
crayons

ACTIVITY:

◐ Students spread cubes in a row.

● Ask students why they were given seven cubes. (Each cube stands for a day.)

● Students point to each cube and identify each day.

● Have students point to:

the first and last day of the week
the current day
weekdays
weekend days, etc.

● Students complete the "Daybreak" Worksheet.

DAYBREAK

(Worksheet)

This strip stands for the days of a week:

S	M	T	W	T	F	S

1. Color the first day of the week red.
   Color the last day of the week blue.
   Color the day in the middle of the week green.

S	M	T	W	T	F	S

2. Color the days you go to school orange.

S	M	T	W	T	F	S

3. How many days are in a week? ________

4. How many days do you go to school each week? _______

5. How many days do you not go to school each week? _______

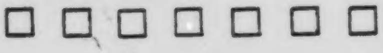
DAYS OF THE WEEK HOPSCOTCH

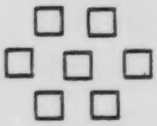
OBJECTIVES: recognize names of the days of the week
following oral directions
associating a word with an ordinal position

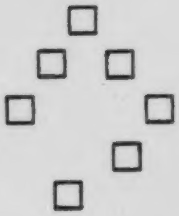
MATERIALS: set of Days of the Week Posters (included)
musical recording
rhythm stick

PREPARATION:

Place the Days of the Week Posters on floor or ground in various configurations:







ACTIVITY:

- Student hops from "Sunday" to "Saturday" several times:

    to music
    to the beat of a stick
    on one or both feet
    one for each syllable in the words
    saying the name of the day.

- Days are called out at random. A Student stands on the correct word for the day.

DAYS OF THE WEEK - STAND UP

OBJECTIVES: represent days of the week using bodies
associate words with their placement in a sequence
recognize attributes of certain days
sequencing days of the week
recognizing fractional parts of a week

MATERIALS: set of Days of the Week Posters (included)

ACTIVITY:

The following activities are done with seven students holding up the seven Days of the Week Posters in front of the class.

- The student holding the current day stands on a chair.

  WHERE IS TODAY?
  WHAT IS TODAY?
  WHERE IS YESTERDAY?
  WHERE IS TOMORROW?
  WHERE IS THE DAY BEFORE YESTERDAY?
  WHERE IS THE DAY AFTER TOMORROW?

- Student holding Sunday stands on chair:

  WHAT DAY IS THIS?
  WHY IS SUNDAY ON THE CHAIR?

- Student holding Saturday stands on chair:

  WHAT DAY IS THIS?
  WHY IS SATURDAY ON THE CHAIR?

- Students holding Monday - Friday stand on chairs:

  WHY ARE THESE DAYS ON THE CHAIRS?
  (weekdays or school days)

- Teacher mixes up students holding cards. Student puts the "week" back in order by directing students where to stand.

- Students close their eyes. One student hides his/her card. Others open eyes and guess which day it is.

- Count the seven days. WHAT DAY IS THE FIRST, SECOND, FIFTH, SEVENTH....

DAYS OF THE WEEK - STAND UP (cont.)

◐ Teacher says a number (1-7) or holds up a large numeral.

4 = Wednesday (4th day)

Students tell or write what day of the week it is.

● As certain "days" stand on chairs, have students state or write the appropriate fractional name for:

"days" standing on floor
"days" standing on chairs.

Example:

2 "days" on chairs = $\frac{2}{7}$

5 "days" on floor = $\frac{5}{7}$

Students state that five out of seven are standing on the floor.

DAYS OF THE WEEK POSTERS

These Days of the Week Posters (large word cards) will be used in two lessons:

"Days of the Week - Stand Up"
"Days of the Week - Hopscotch"

MATERIALS: Days of the Week Posters (included)
felt pens
scotch tape
laminating film (optional)

PREPARATION:

1. Color the letters for each day a different color.
2. Tape the two halves of each poster together.
3. It is recommended that posters be laminated.

Sun

day

Monday

Tues

day

Wed

---

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Thur

sday

Fri

day

Sat

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ur

day

day

DAYS OF THE WEEK - WORDSHAPES

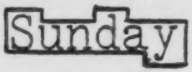
OBJECTIVES: recognize days of the week

MATERIALS:
pencil
two words shapes worksheets A & B (included)
crayons

ACTIVITY:

● Focus on worksheet A. What do they see?

◑ Students draw outlines around each word on worksheet A.

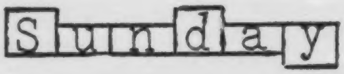


◑ Students color the "day" part of each word yellow.

Sunday

◐ Students read the first part of each word not colored yellow.

● On worksheet B, students write the names of a day in each configuration. (They are not in order.)



◐ Students read the days of the week.

◑ Students may draw a small picture about each day around the appropriate configuration.

DAYS OF THE WEEK - WORDSHAPES

Sunday

Monday

Tuesday

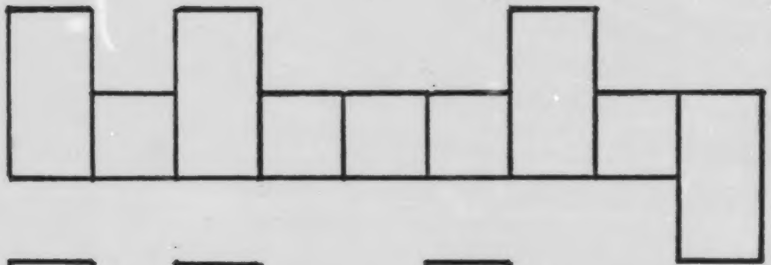
Wednesday

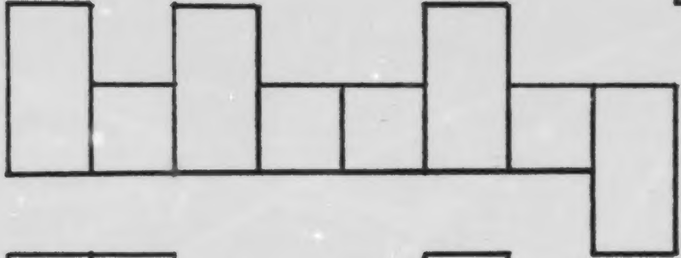
Thursday

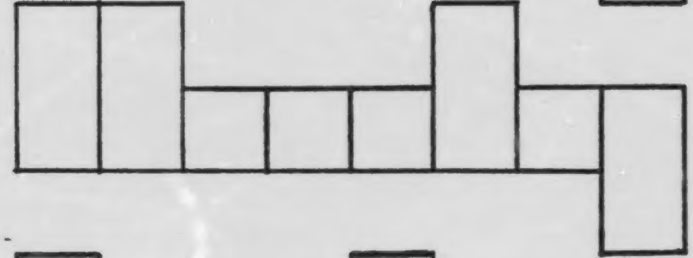
Friday

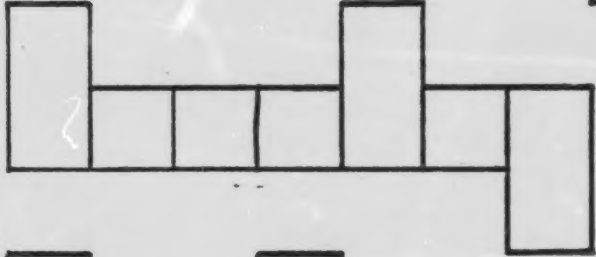
Saturday

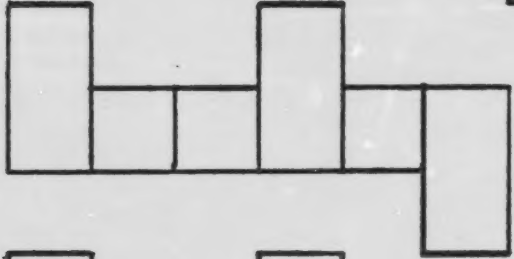
DAYS OF THE WEEK - WORDSHAPES

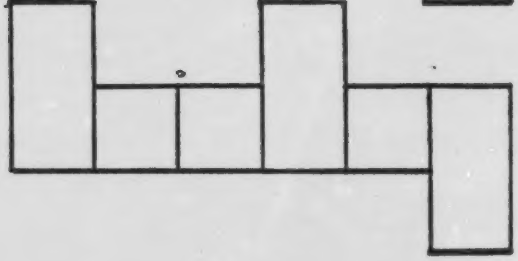


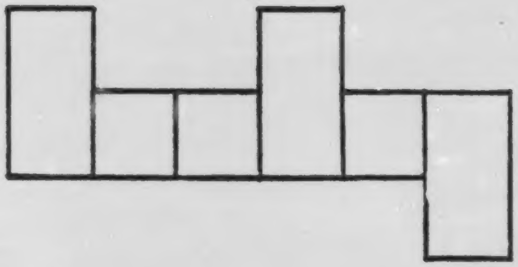












DAYS OF THE WEEK CARDS

OBJECTIVES:
recognize the days of the week and abbreviations in print
sequence the days of the week and their abbreviations
match each day of the week with its abbreviation

MATERIALS:
Seven Days of the Week Cards (included)
Seven Days of the Week Abbreviation Cards (included)
envelopes to store cards

ACTIVITY:

◑Students cut apart the cards.

◐Students read each day and abbreviation card.

◐Students place cards faceup and match each day with its appropriate abbreviation.

Sunday   Sun.

◐Students place cards facedown and play "Concentration" by matching the days and abbreviations.

◐Students place all the days and abbreviation cards in sequential order.

Sunday   Monday   . . .
Sun.   Mon.   . . .

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday		

DAYS OF THE WEEK CARDS

52-S

	Sun.	Mon.
Tues.	Wed.	Thurs.
Fri.	Sat.	

53-S

DAYS OF THE WEEK CARDS
(ABBREVIATIONS)

CALENDAR CHARACTERS

OBJECTIVE: Match pictures representing monthly events and holidays with the name of the month.

MATERIALS: blank calendar for one full year (included)
monthly characters (holiday picture for each month)
scissors
paste
pencils

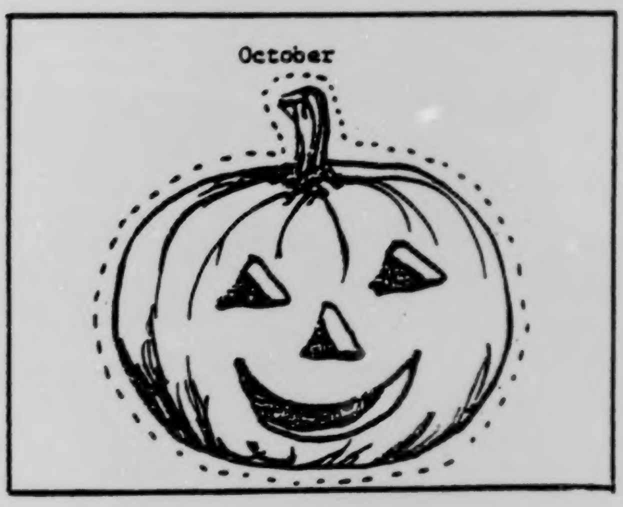
ACTIVITIES:

◐ Teacher and/or students read all twelve months on the calendar.

● Students cut out monthly characters and paste each on the appropriate month.

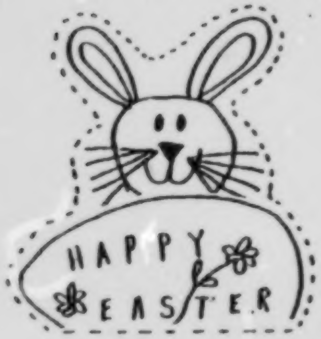
or

● Students draw a picture of a holiday or event that happens in each month.



Students write names in month they were born.

CALENDAR CHARACTERS


HAPPY
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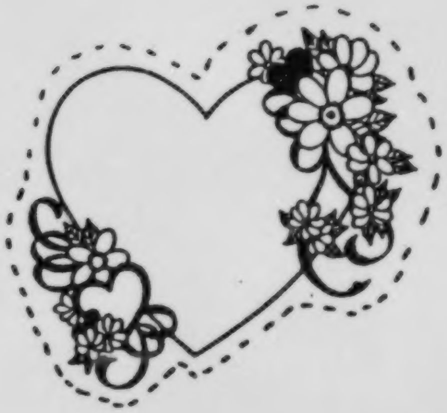
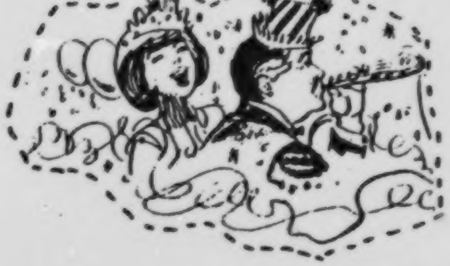
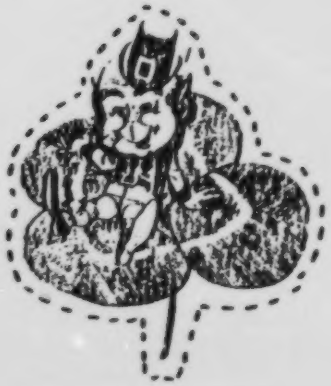
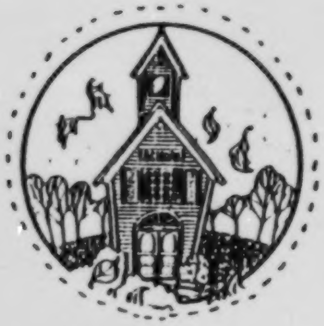
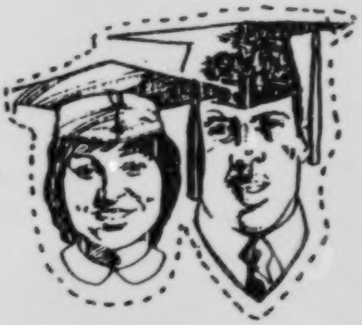
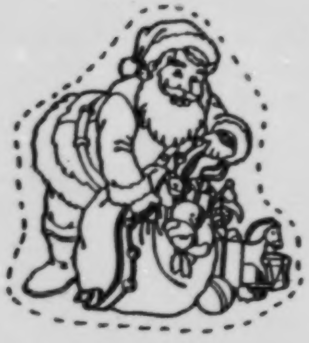


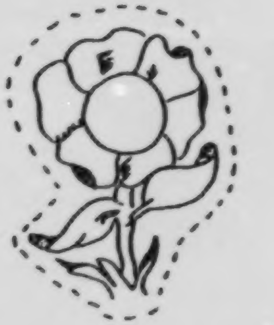


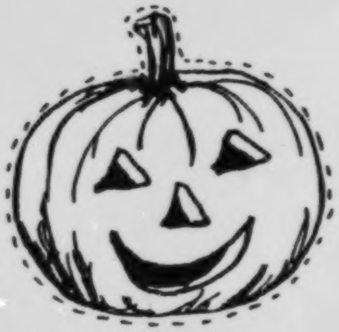


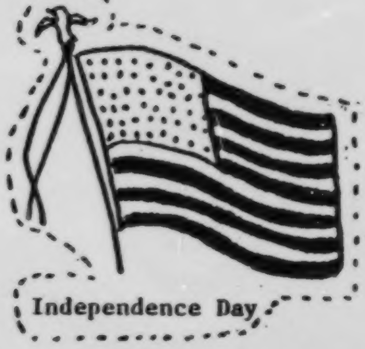


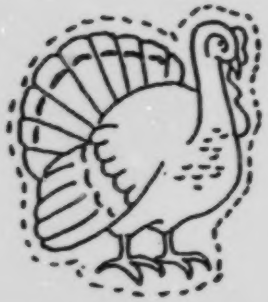


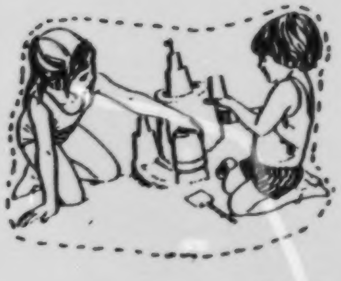







Independence Day





January	February	March	April
May	June	July	August
September	October	November	December

56-S

CALENDAR CREATIONS

OBJECTIVES: Visualization
Expressing the visualization in artistic and/or written form
Familiarity with a calendar

MATERIALS: drawing paper
pencils
crayons, felt pens, etc.

ACTIVITY:

◑ Have students close their eyes and be ready to see a picture in their minds when the name of a month is stated.

● Say the name of a month. Students create images in their minds based on the name of the month.

● Have students open their eyes and draw and/or write about the images they saw in their minds.

◐ Allow students who would like to, to show and/or talk about their work.

It is helpful to do this activity at the beginning of each month.

MONTHS OF THE YEAR POSTERS

These Months of the Year Posters (large word cards) will be used in two lessons:

"Months of the Year - Stand Up"
"Months of the Year - Hopscotch"

MATERIALS: Months of the Year Posters (included)
felt pens
scotch tape
laminating film (optional)

PREPARATION:

1. Color the letters for each month a different color.
2. Tape the two halves of each poster together.
3. It is recommended that posters be laminated.

Jan

MONTHS OF THE YEAR POSTERS

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MONTHS OF THE YEAR POSTERS

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MONTHS OF THE YEAR POSTERS

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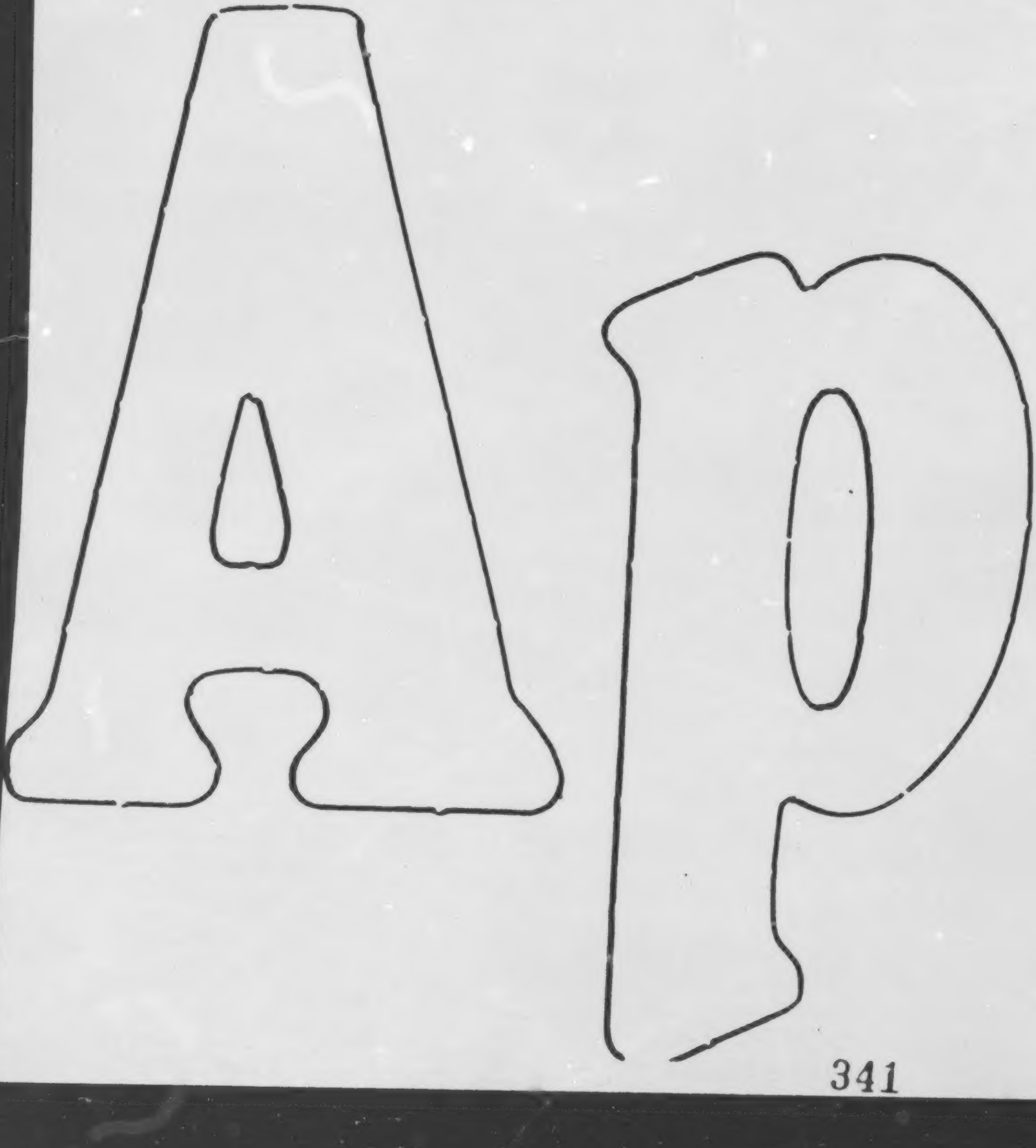
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MONTHS OF THE YEAR POSTERS

June

MONTHS OF THE YEAR POSTERS

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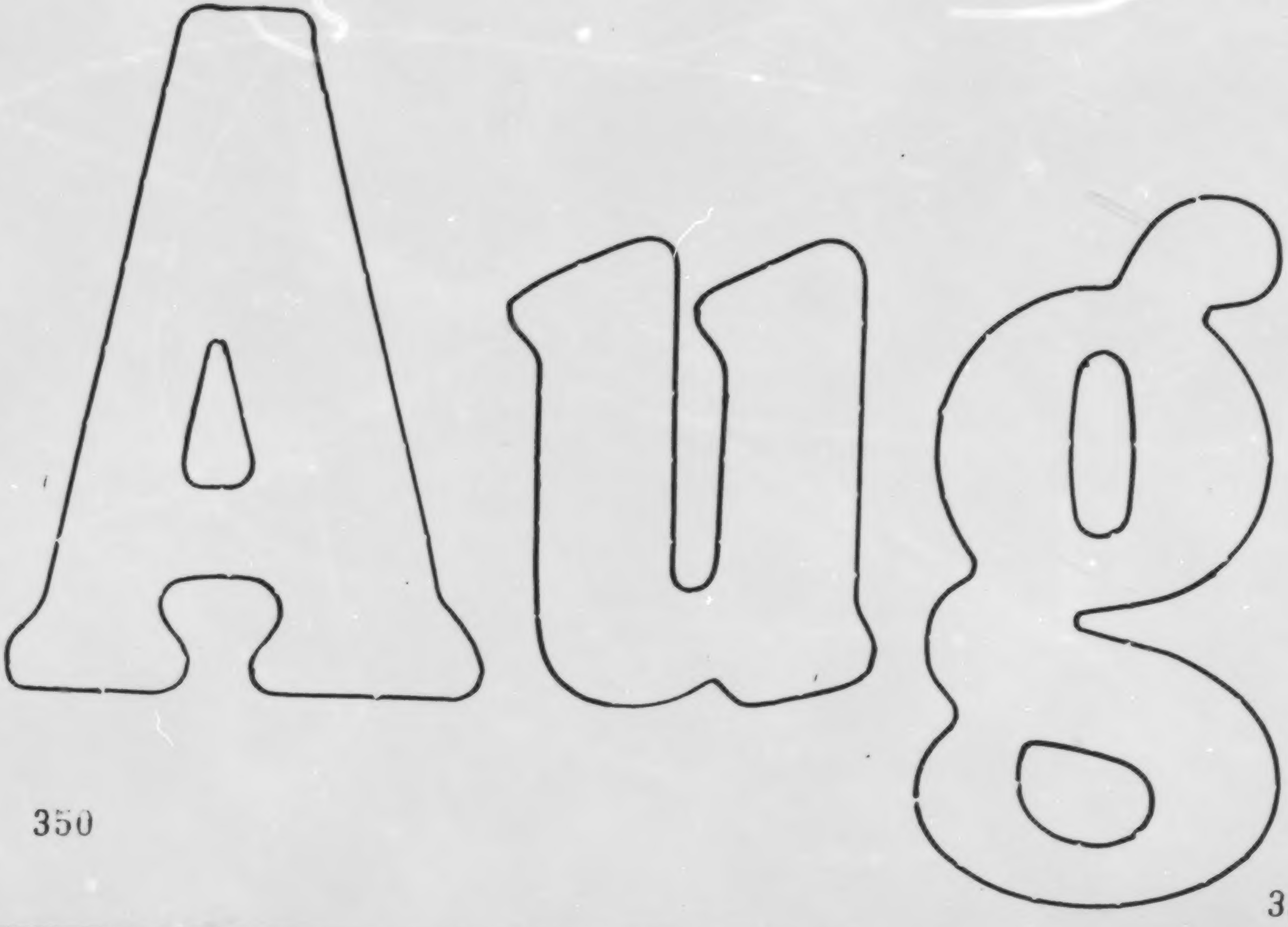
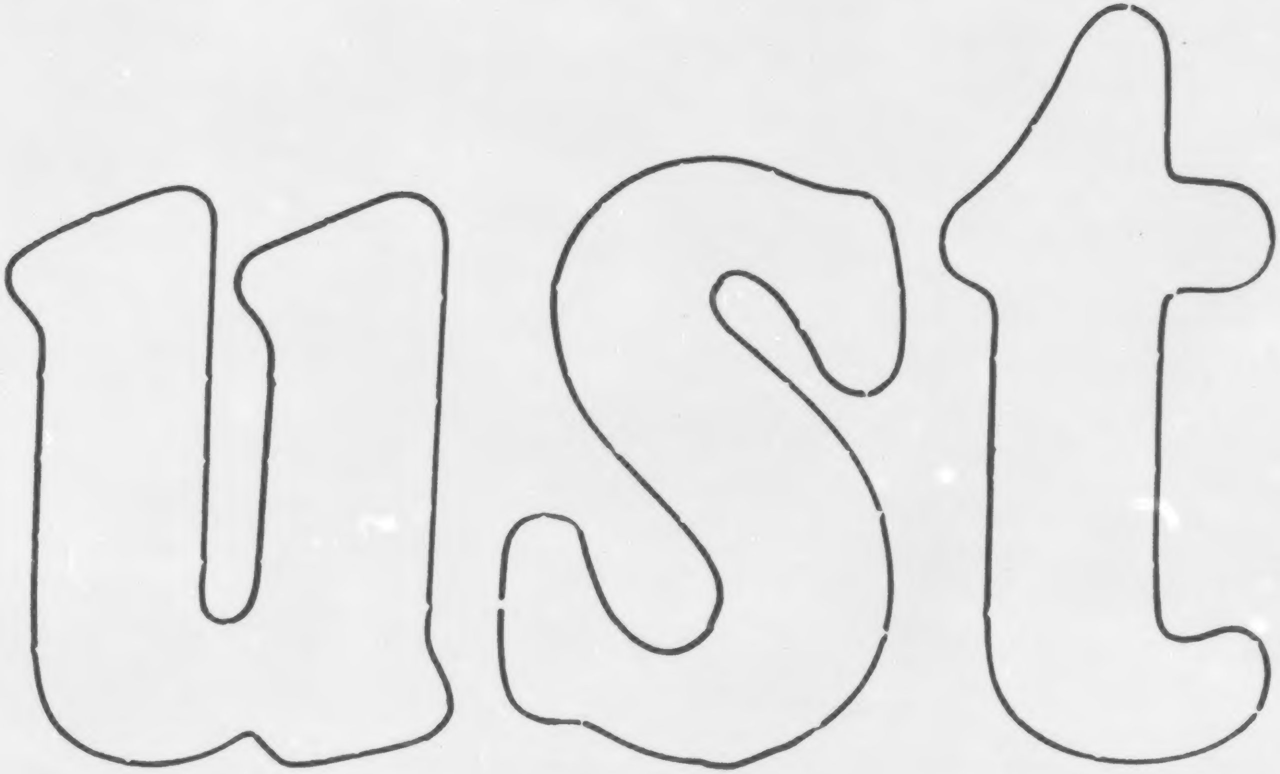
July

MONTHS OF THE YEAR POSTERS



MONTHS OF THE YEAR POSTERS

70-S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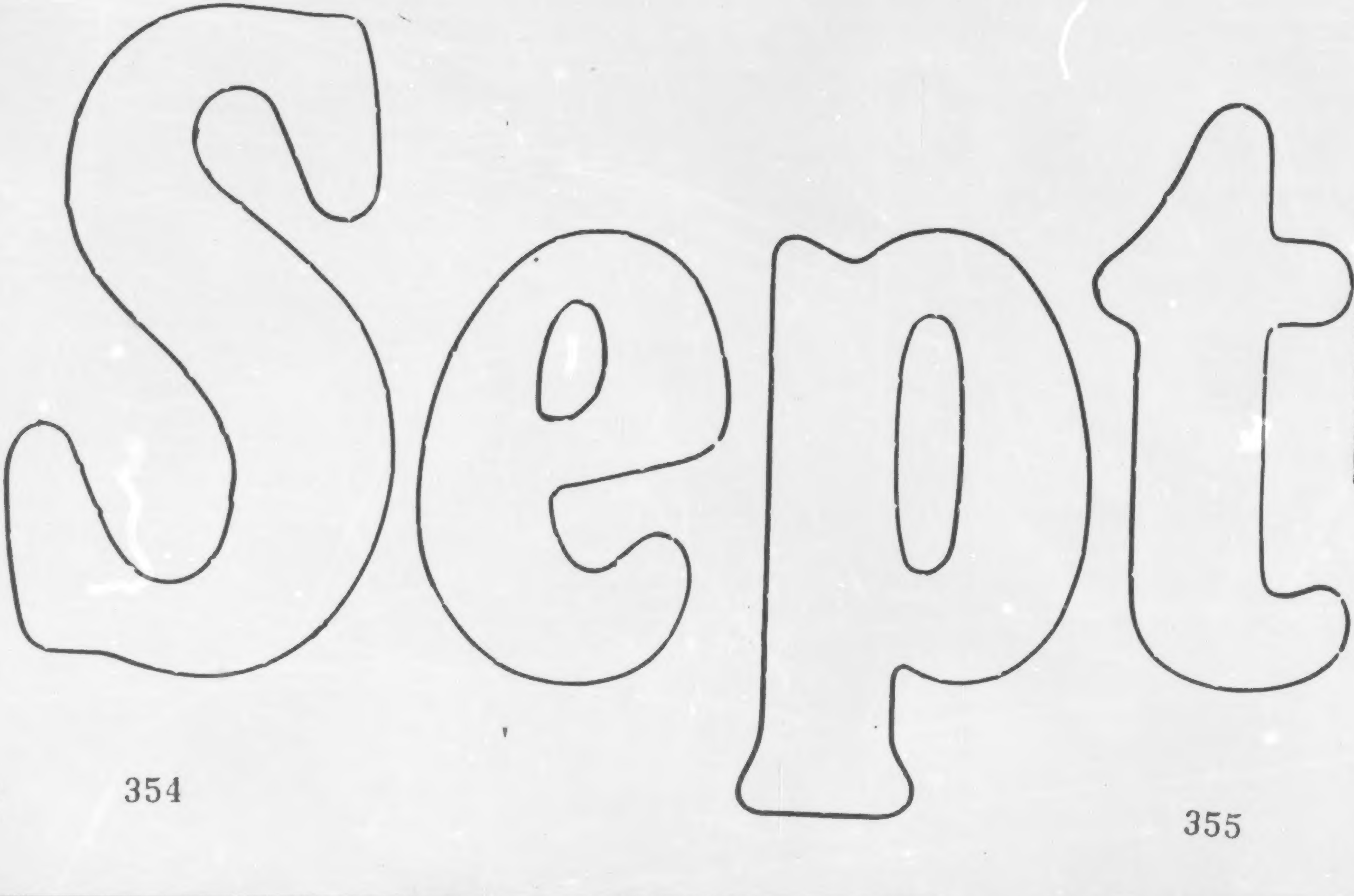

MONTHS OF THE YEAR POSTERS

72-S

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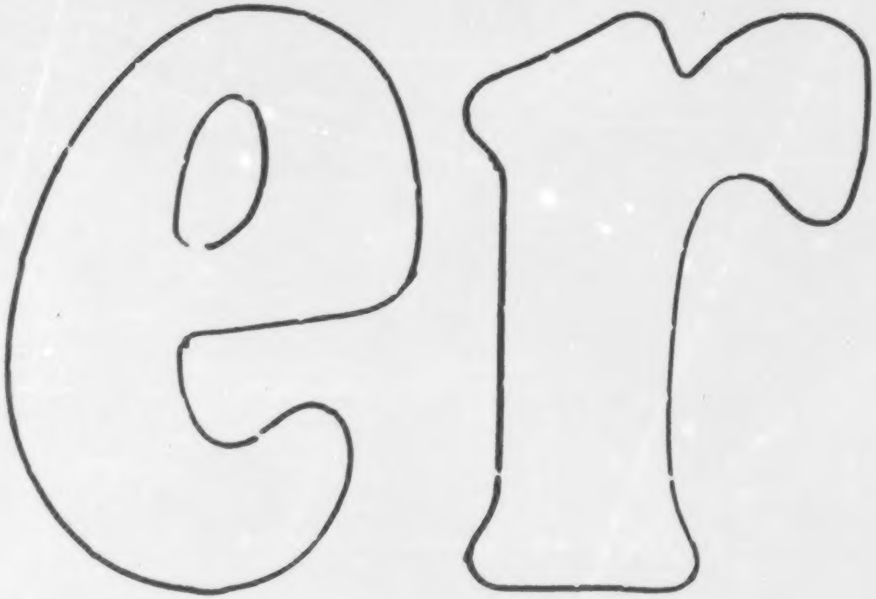
MONTHS OF THE YEAR POSTERS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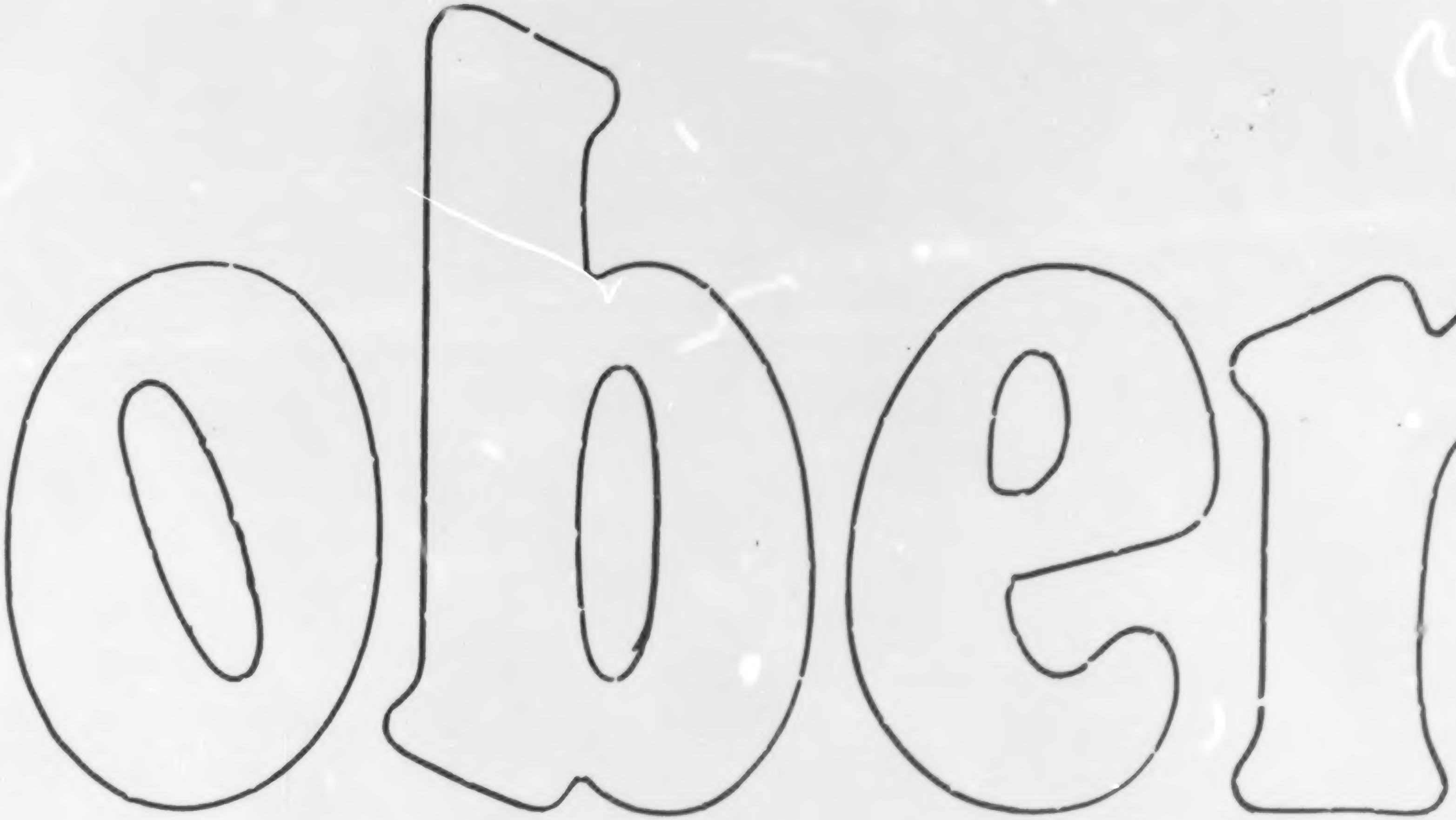
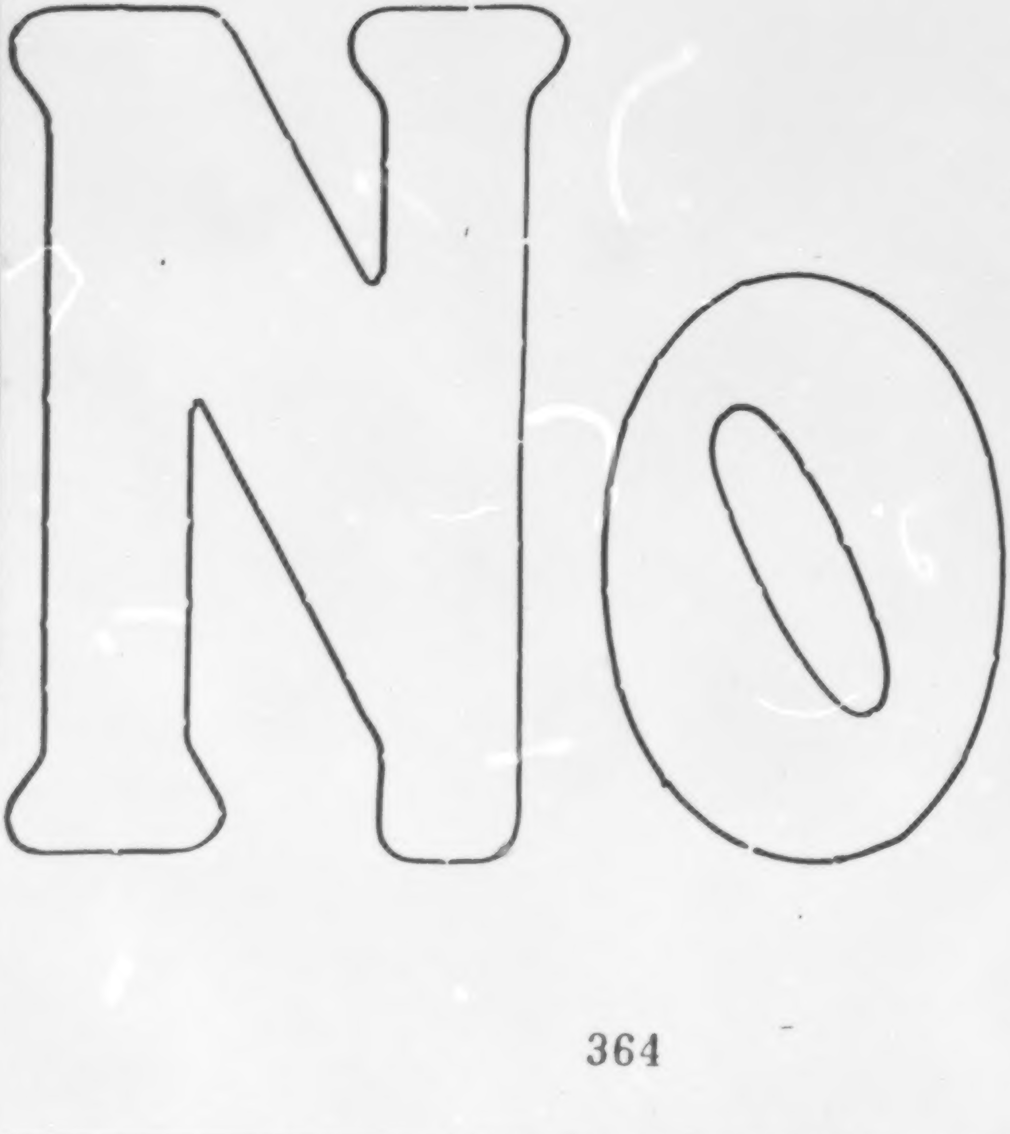


MONTHS OF THE YEAR POSTERS

76-S



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MONTHS OF THE YEAR POSTERS

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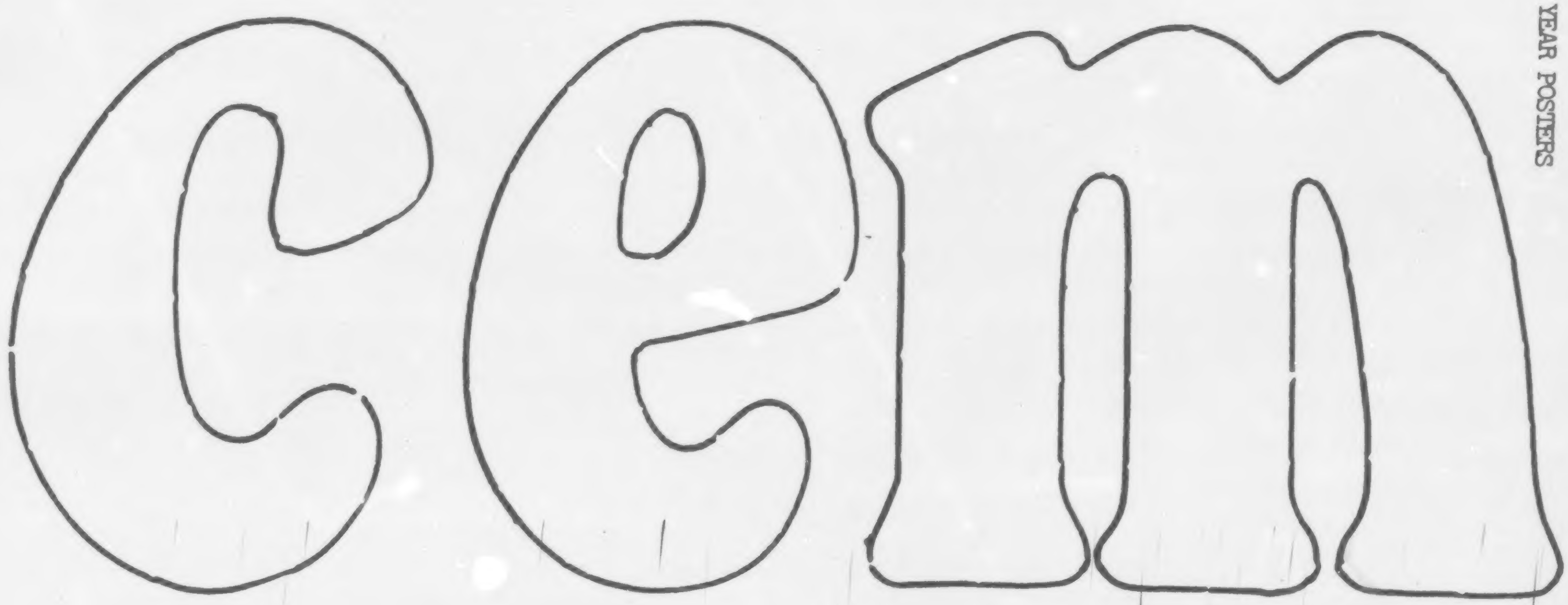
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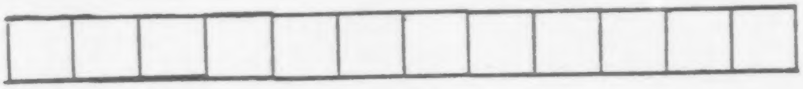
MONTHS OF THE YEAR - FILL-IN

OBJECTIVES: Understand the sequence of the months of the year
Identify the months of the year

MATERIALS: cubes (12 per student)
Months of the Year - Fill-In Worksheet
pencils
crayons

ACTIVITY:

- Students spread cubes in a row.



- Ask students why they were given 12 cubes. (Each cube stands for a month.)
- Students point to each cube and identify the months.
- Have students point to:

  the current month
  last month
  next month
  school months
  non school months
  months of certain holidays, etc.

- Students complete the Months of the Year - Fill-In Worksheet.

MONTHS OF THE YEAR - FILL-IN

(Worksheet)

This strip below stands for a year. Each letter in a box stands for a month.

J	F	M	A	M	J	J	A	S	O	N	D

1. Color the months that begin with "J" blue.
   Color the months that begin with "A" red.

J	F	M	A	M	J	J	A	S	O	N	D

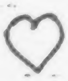
2. Write the first letter of each month in the squares. (January = J)

J											

3. Draw a tiny picture inside each box that reminds you of that month.
   Example:

F

=



J	F	M	A	M	J	J	A	S	O	N	D

4. Color the months that have 30 days green.
   Color the months that have 31 days orange.
   Color the month that has 28 days red.

J	F	M	A	M	J	J	A	S	O	N	D

5. How many words can you make using these letters?

MONTHS OF THE YEAR - CHIPS

OBJECTIVES: understand sequence of months

MATERIALS:
poker chips
pencil
worksheet

ACTIVITY:

◐ Teacher spreads out 12 poker chips (all the same color) in a row in front of students.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

● Teacher asks students why they think 12 chips were displayed. "That's right, 'it's' supposed to be a year. Each chip is a 'month'".

● Students point to the chips and identify each month.

● Teacher replaces certain chips with chips of another color to represent the following:

the current month
first and last months of the year
the first half of the year
the second half of the year
school months
summer months
holiday months (Christmas, Valentines...)
months that start with a certain letter ("A", "J", "M",)

● Students must identify the months represented.

● Students complete the worksheet by shading in certain circles (months).

MONTHS OF THE YEAR - CHIPS

WORKSHEET

These 12 circles stand for a year.
Each circle stands for a month.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Directions: Read each statement and shade in circles to show your answer:

1. The month it is now.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

2. Last month

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

3. Next month

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

4. First and last months of the year

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

5. Months that start with "J"

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

6. Months that start with "A"

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

7. Months that start with "M"

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

MONTHS OF THE YEAR - CHIPS
Worksheet (cont.)

8. Months school is open

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

9. Months school is closed

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

10. The first half of the year

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

11. Christmas

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

12. Thanksgiving

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

13. St. Patrick's Day

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

14. Valentines

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

15. Halloween

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

16. United States Independence Day

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

MONTHS OF THE YEAR - CUT AND TAPE

OBJECTIVES: read the months of the year
sequence the months of the year
classify months in various ways
compute number of days in a year
alphabetize words

MATERIALS: copy of year's calendar for each student
scissors
scotch tape
pencil

ACTIVITY:

◐Students read each month on a calendar

◑Students cut apart each month.

◐Students classify the months by number of days.
less than 30 days
30 days
31 days

◐Students classify the months by number of letters in their name.

◐Students classify the months by the first letter (i.e., months that start with "J").

◐Students alphabetize the months.

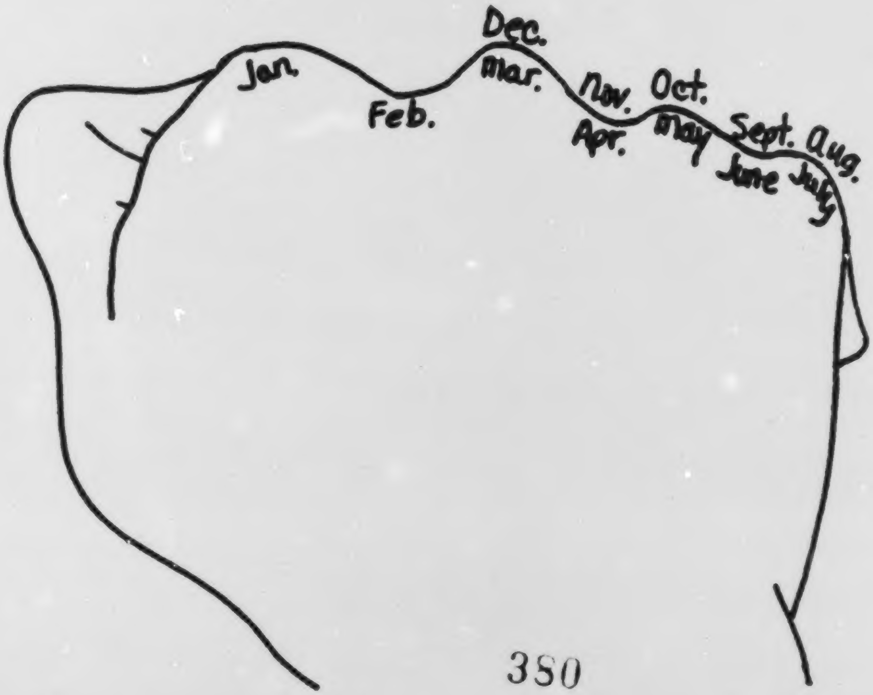
●Students tape the months (side-by-side) in correct order to form a long, thin calendar.

LONG AND SHORT MONTHS

Children sometimes have trouble remembering which of the months have 31 days and which do not. This exercise may be helpful.

Close your fist so the knuckles show. Starting at the thumb end, name the months. January is the high point (the knuckle) and it is a long month (31 days). The low point (between the knuckles) is the short month, February. The second knuckle is March, a long month; and April is between the knuckles, a short month.

This procedure continues until the last knuckle, which is July. The counter must repeat the knuckle for August and then retrace the steps back toward his starting point; December will fall on the middle knuckle.



MONTHS OF THE YEAR - STAND UP

OBJECTIVES: represent months of the year using bodies
associate words with their placement in a sequence
recognize attributes of certain months
recognize the ordinal position of each month
sequence the month of the year
recognize fractional parts of a year

MATERIALS: set of Months of the Year Posters (included)

ACTIVITY:

The following activities are done with 12 students holding up the Months of the Year Posters in front of the class.

- The student holding the current month stands on a chair:

  "What month is on the chair?
  Why is this month standing on the chair?
  Where is last month?
  Where is next month?"

- Student holding January stands on chair:

  "What month is this?
  Why is this month standing on the chair?" (first month of the year)

- Student holding December stands on a chair:

  "What month is this?
  Why is this month standing on the chair?" (last month of the year)

- Student holding a holiday month stands on a chair. (Valentines, Halloween, Thanksgiving...)

- Students holding months starting with a certain letter stand on chairs. (J = January, June, July)

- Teacher pretends to "cut" year in half with imaginary scissors. Students move into two groups of six. Students tell what happened and identify first and second half of the year.

- Teacher mixes up students holding cards. Student puts the "year" back in order by directing students where to stand.

- Students close their eyes, hides his/her card. Others open eyes and guess which month it is.

- Count the months (1, 2, 3...) Which month is the second? third....?

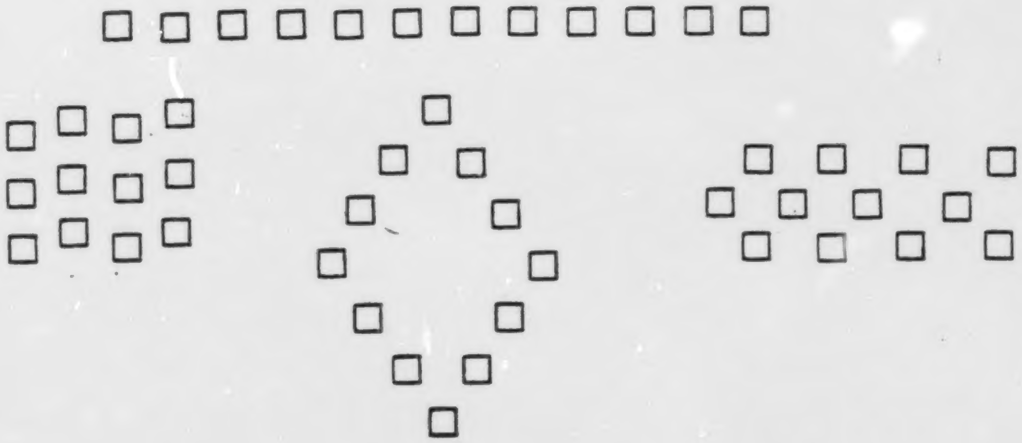
MONTHS OF THE YEAR - HOPSCOTCH

OBJECTIVES: recognizing names of the months of the year
following oral directions
associating a word with an ordinal position

MATERIALS: set of Months of the Year Posters
musical recording
rhythm stick

PREPARATION:

Place the Months of the Year Posters on the floor or ground in various configurations:



ACTIVITY:

- Student hops from "January" to "December" several times:

    to music
    on one or both feet
    once for each syllable in their words
    saying the names of the months.

- Months are called out at random. A student stands on the correct word for the month.

MONTHS OF THE YEAR - WORDSHAPES

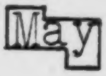
OBJECTIVES use configuration clues to help recognize months of the year
associate a word with its configuration

MATERIALS: pencil
crayons
four word shapes worksheets A & B (included)

ACTIVITY:

Students focus on both Worksheets A. What do they see?

◑ Students draw an outline around each month word.



◐ Students read the months.

◐ On the other Worksheet A, students write the names of the months in each configuration. (They are not in order.)

◑ Students may draw a small picture about each month around the appropriate configuration.

◐ Students reread the months on Worksheets A.

Students repeat the procedure for Worksheets B.

MONTHS OF THE YEAR - WORDSHAPES (A)

January

February

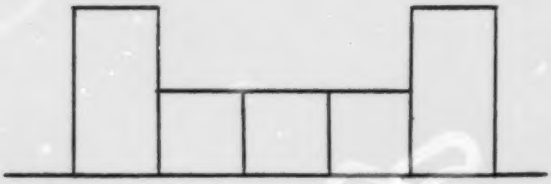
March

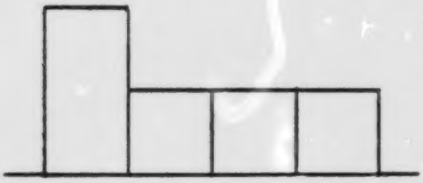
April

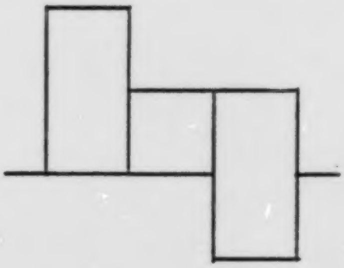
May

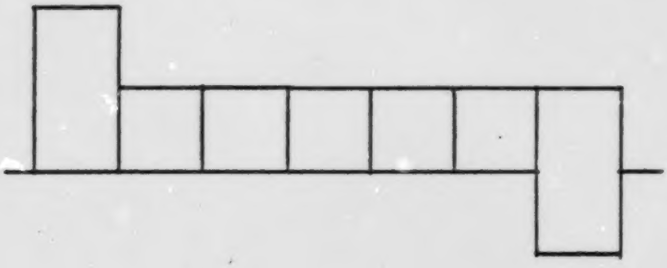
June

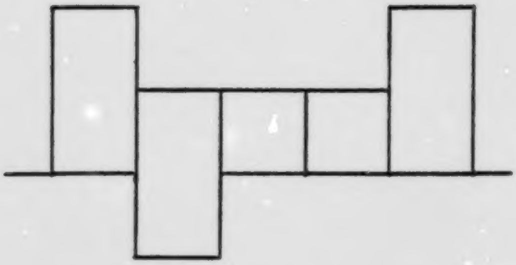
MONTHS OF THE YEAR - WORDSHAPES (A)

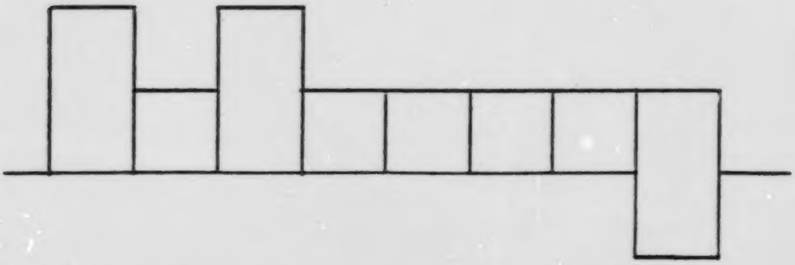












MONTHS OF THE YEAR - WORDSHAPES (B)

July

August

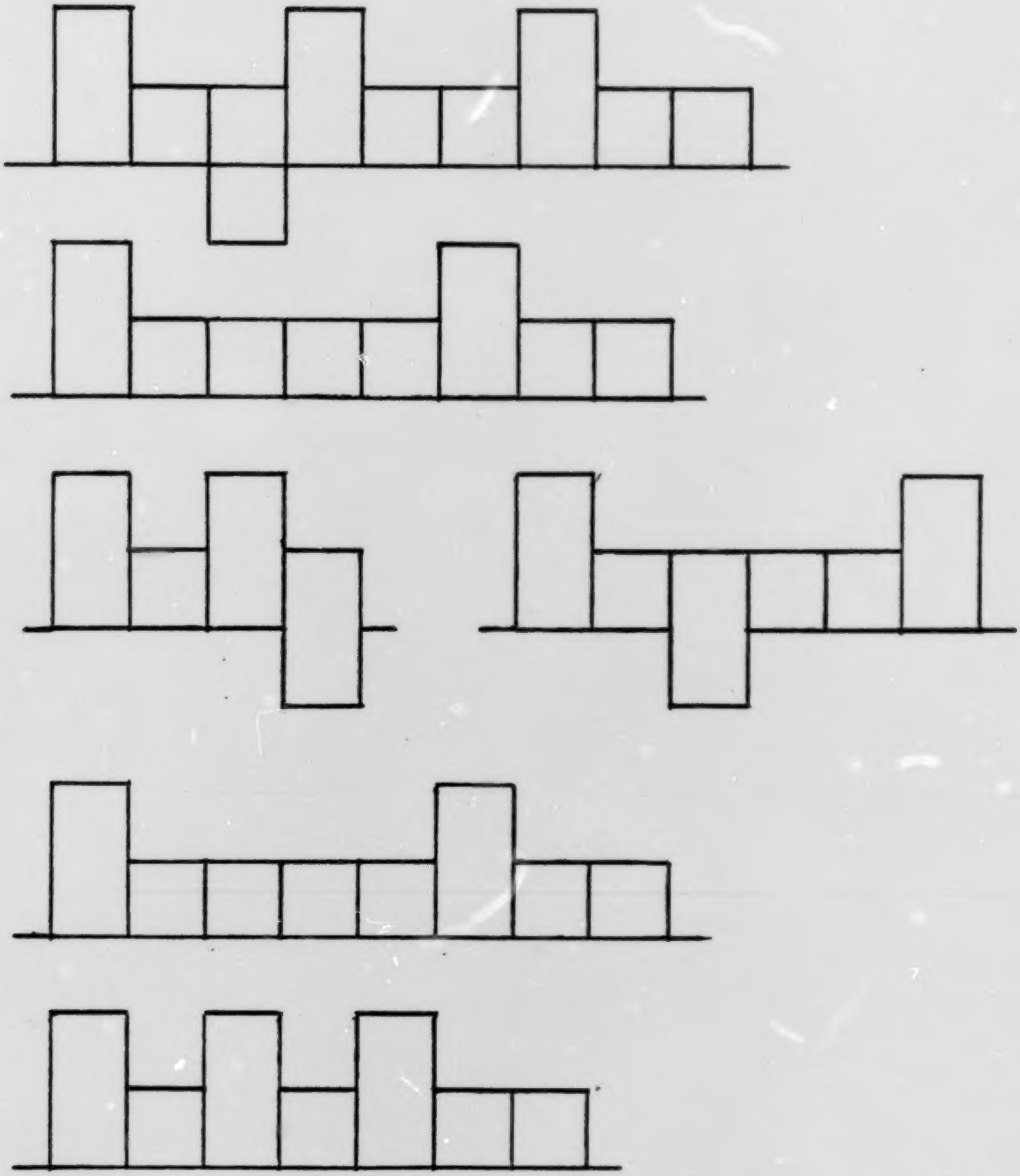
September

October

November

December

MONTHS OF THE YEAR - WORDSHAPES (E)



MONTHS OF THE YEAR ABBREVIATION CARDS

OBJECTIVES: recognize the months of the year and their abbreviations in print
sequence the months and their abbreviations
match each month with its abbreviation

MATERIALS: 12 month cards
12 month abbreviation cards
envelope to store cards

ACTIVITY:

◑ Students cut out the cards.

◐ Students read each month card and each abbreviation card.

◐ Students place cards faceup and match each month with its approximate abbreviation.

◐ Students place cards facedown and play "Concentration" by matching abbreviation and month.

◐ Students place all the month and abbreviation cards in sequential order.

January	February	March
April	May	June
July	August	September
October	November	December

MONTHS OF THE YEAR CARDS

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MONTHS OF THE YEAR CARDS
(ABBREVIATIONS)

Jan.	Feb.	Mar.
Apr.	May	June
July	Aug.	Sept.
Oct.	Nov.	Dec.

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MONTHS OF THE YEAR - FOCUSING

OBJECTIVE: Counting numbers on a calendar
Addition of two digit numbers without regrouping
Visualization of information

MATERIALS: calendar for one full year
pencils

ACTIVITY:

◑ A copy of a calendar is given to each student.

◑ Students focus on the calendar for about 20 seconds.

◐ After the focusing, students discuss what they noticed on the sheet.

◑ Students focus on calendar for another 20 seconds.

◑ Students turn their paper over, close their eyes and in their mind make the calendar appear.

◑ Students open their eyes and try to make the calendar appear on the blank side of the paper.

◐ Students turn their paper over and refer to it as the teacher asks the following questions:

How many months are in a whole year?
Point to the first month, second, third...
Find todays date.
Point to the month school starts.
Point to the month of Halloween.
Point to a summer month.
Point to a winter month.
Point to a spring month.

SUGGESTION:

◑ Students act out an event from a certain month. Classmates guess the event being acted out and the month.

FALL ACTIVITIES

HALLOWEEN WITCHES

One little, two little, three little witches;
(Hold up one hand; nod fingers at each count.)

Fly over haystacks,
(Fly hand in up-and-down motion.)

Fly over ditches.

Slide down moonbeams without any hitches,
(Glide hand downward.)

Heigh-ho! Halloween's here.

WITCH'S CAT

I am the witch's cat

(Make a fist with two fingers extended for cat.)

Meow, Meow

(Stroke fist with other hand.)

My fur is black as darkest night.
My eyes are glaring green and bright.

(Circle eyes with thumbs and forefingers.)

I am the witch's cat.

(Make a fist again with two fingers extended, and stroke fist with other hand.)

HALLOWEEN GHOSTS

Three little ghosteses
Sitting on posteses
Eating buttered toasteses,
Smeared up with greaseses
Running down their cheekseses
Down to their kneeseses,
Nasty little beasteses!

HALLOWEEN RIDDLES

I wear a hat and fly on a broom.

Make your own Halloween riddle.

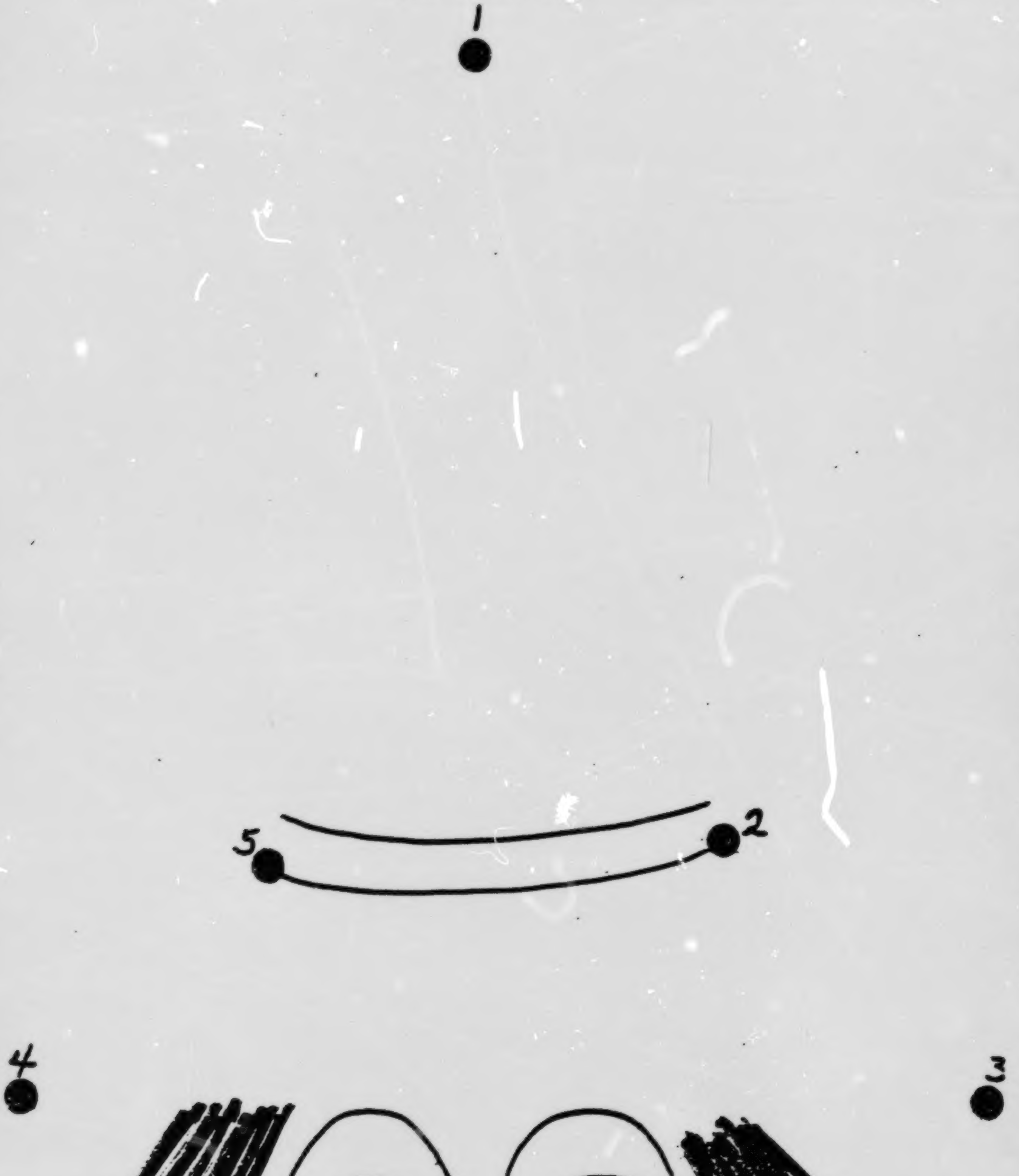
I have two hands and no feet. You can see through me.

I have an orange face. People put candles in my head.
I light up!

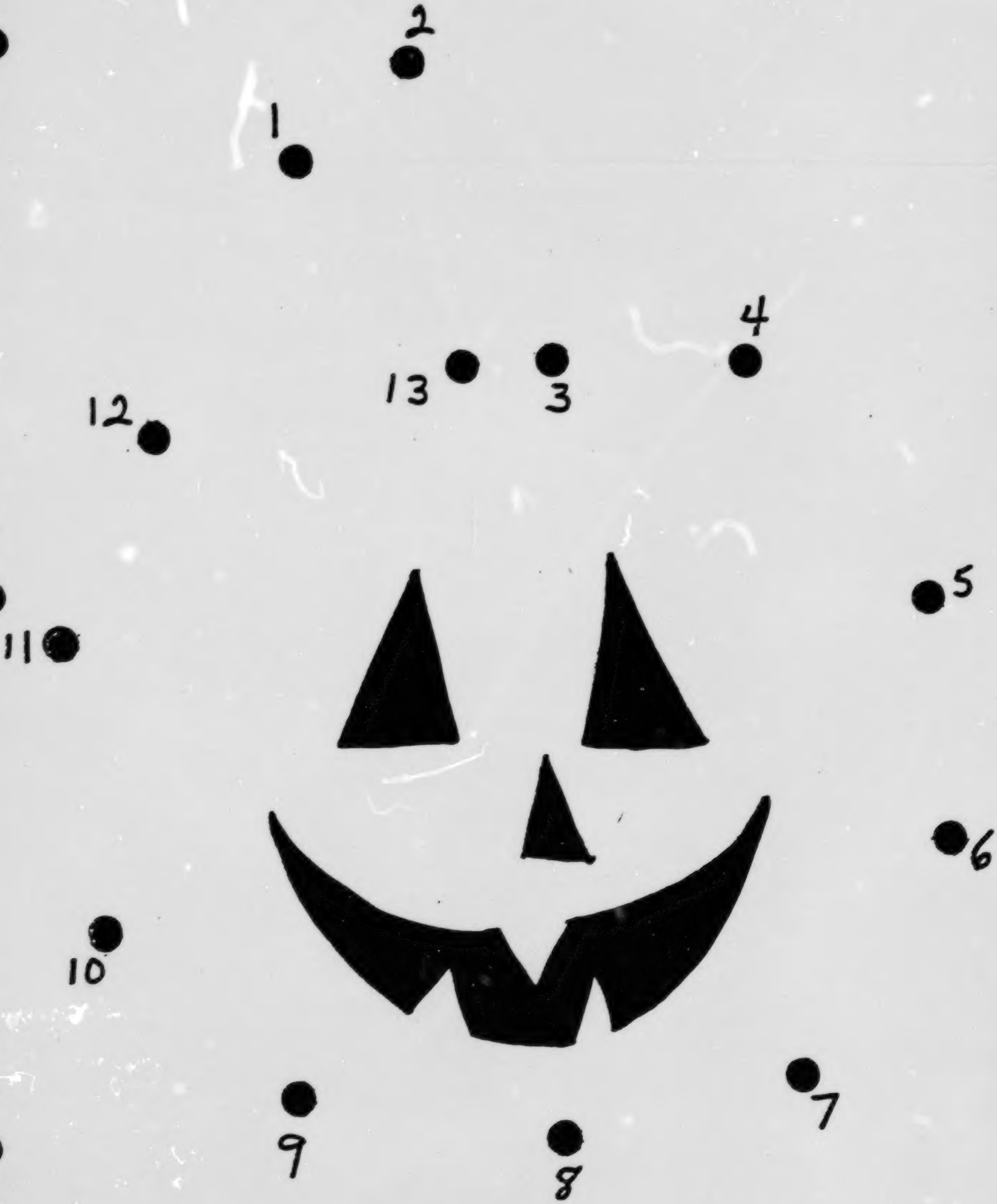
I am black and bite. I live in a cave and fly.

I am black and furry with green eyes.

STRING DOT WITCH



STRING DOT WITCH


2
1
4
13
3
12
5
11
6
10
7
9
8

THE TWELVE DAYS OF HALLOWEEN

On the twelfth day of Halloween
My true love gave to me:

___twelve bats a-flying,

___eleven masks a-leering,

___ten ghouls a-groaning,

___nine ghosts a-booing,

___eight monsters shrieking,

___seven pumpkins glowing,

___six goblins gobbling,

___five scarey spooks,

___four skeletons,

___three black cats,

___two trick-or-treaters,

___and an owl in a dead tree.

OH MY DARLING FRANKENSTEIN

(to the tune of "Clementine")

1. I was working with my test tube
In my laboratory fine
When one day I broke my glasses
And I made poor Frankenstein

Chorus: Oh my darling, oh my darling,
oh my darling, Frankenstein.
You are lost and gone forever,
dreadful sorry Frankenstein.

2. He was charming, he was handsome
And I nailed his head on tight.
Oh, his teeth were sharp and pearly
And his eyes came out at night.

Chorus:

3. Oh, his nose I made it quickly
From a rotten apple core
And his tongue was nice and purple
And it hung down to the floor.

Chorus:

4. Dracula, he was my helper
But from him I had to part,
He cooked my steak too tough for dinner
And I drove it through his heart.

Chorus:

Oh My Darling Frankenstein (cont.)

5. Then the wolf man came to work, sir
And I said, sir, "What's in your mouth?"
He said, "Fangs!" I said, "You're welcome.
And he still is running south.

Chorus:

6. Frankenstein helped in the kitchen.
He was baking up a cake
When he fell into the mixmaster.
And got whipped up by mistake.

Chorus:

7. Cooking nicely in the oven,
Oh, the cake it came out fine.
I told my friend that they were raisins
But those lumps were Frankenstein.

Chorus: Oh my darling, oh my darling,
oh my darling, Frankenstein.
You are lost and gone forever,
dreadful sorry Frankenstein.

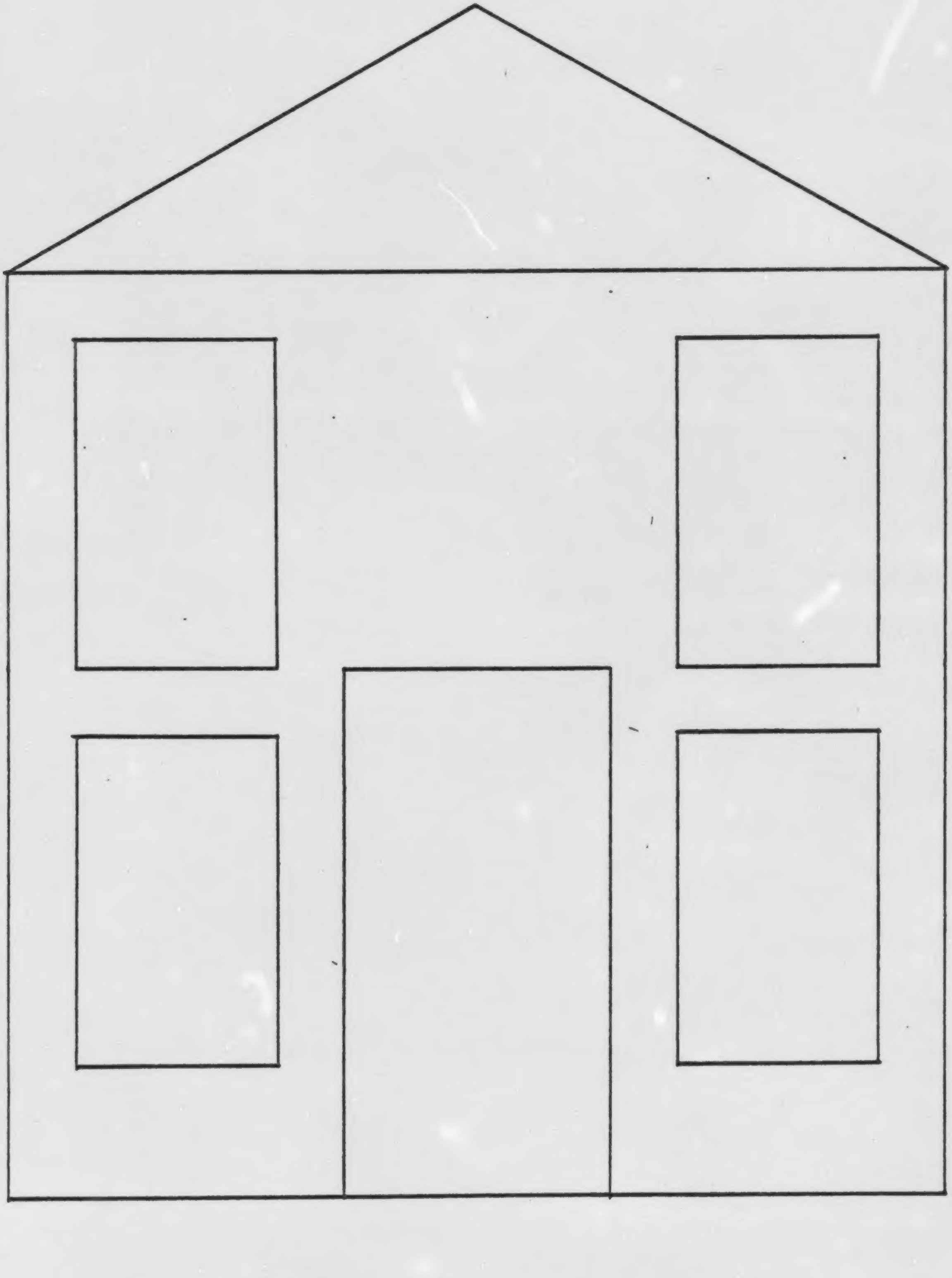
HAUNTED HOUSE

OBJECTIVES:
- Following oral directions
- Following written directions
- Understanding positional words
- Identify colors

MATERIALS:
- "Haunted House" worksheet (included)
- "Haunted House" directions sheet
- crayons
- pencils

ACTIVITY:

This activity may be done orally with the teacher reading the coloring instructions, or the students may be given the written directions to read themselves.



Haunted House

HAUNTED HOUSE
(Directions)

Follow these directions to turn this into a very haunted house:

Draw a red chimney on the left side of the roof.

Draw blue smoke coming out of the chimney.

In the top right window, draw two green ghosts and red and brown striped curtains.

In the bottom right window, make an orange jack-o'-lantern with a black face.

Draw yellow curtains in the bottom right window.

Draw a purple bat in the top left window.

Draw green curtains with orange flowers on them.

Draw a small window in the door. Put you looking out of the window in the door.

Draw a brown doorknob on the door in the middle of the right side.

Color the door red.

Color the roof black.

Color the house blue.

Draw an orange fence on both sides of the house.

In the upper right hand corner, draw a full moon with a witch in it.

Hide your name somewhere inside the house using a pencil.

THANKSGIVING TABLE

Draw three candles in the center of the table.

Color a brown turkey on a platter on the left end of the table.

Draw a black dog under the table.

Draw a father sitting at the left end of the table.

Draw a mother sitting at the right end of the table.

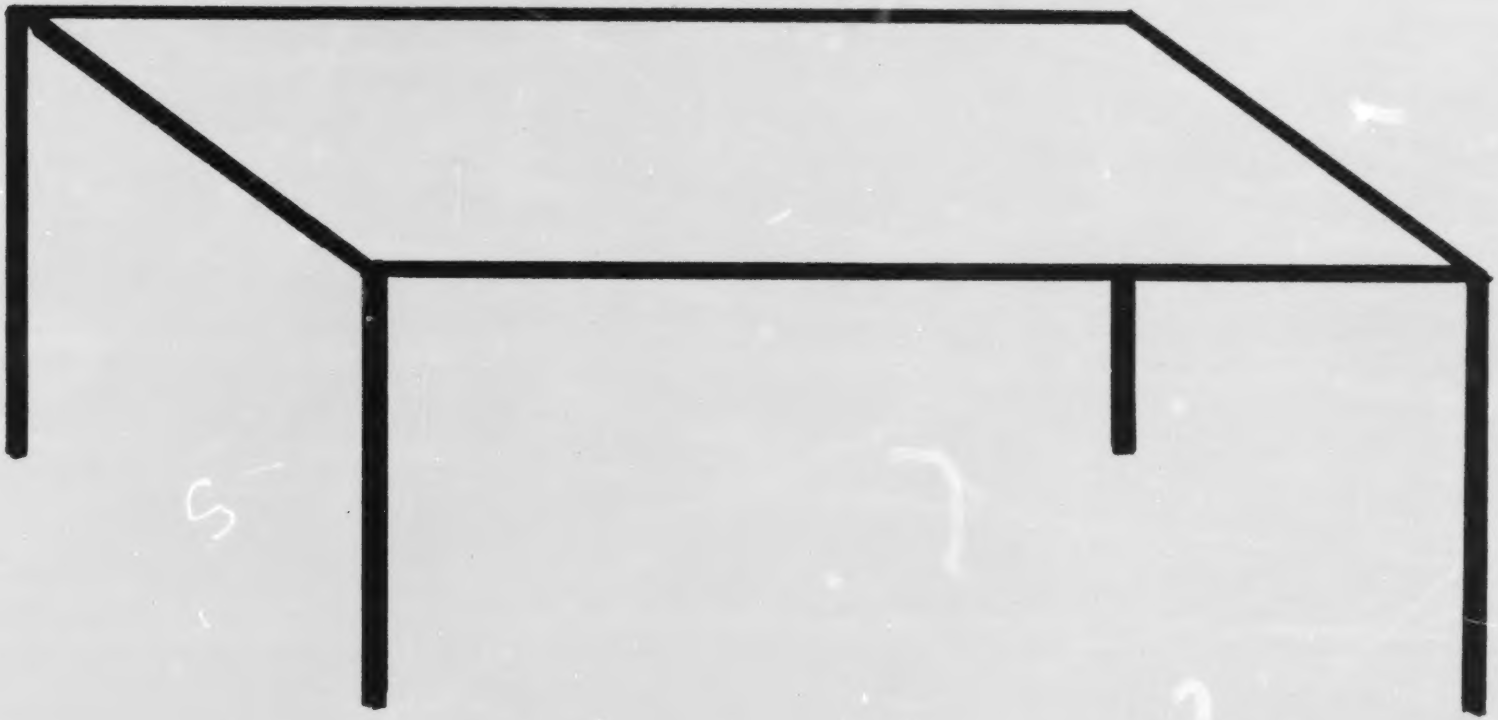
Draw two boys sitting in back of the table.

Draw two girls sitting in front of the table.

Draw a bowl of red cranberries sitting on the table.

Draw a glass of milk for each child.

Draw any other kinds of food you would like.



115-S

THANKSGIVING TABLE

November

INDIAN TEPEE

Draw a blue bird on top of the tepee.

Draw two clouds in the sky.

Draw green grass on both sides of the tepee.

Draw six drops of rain falling from each cloud.

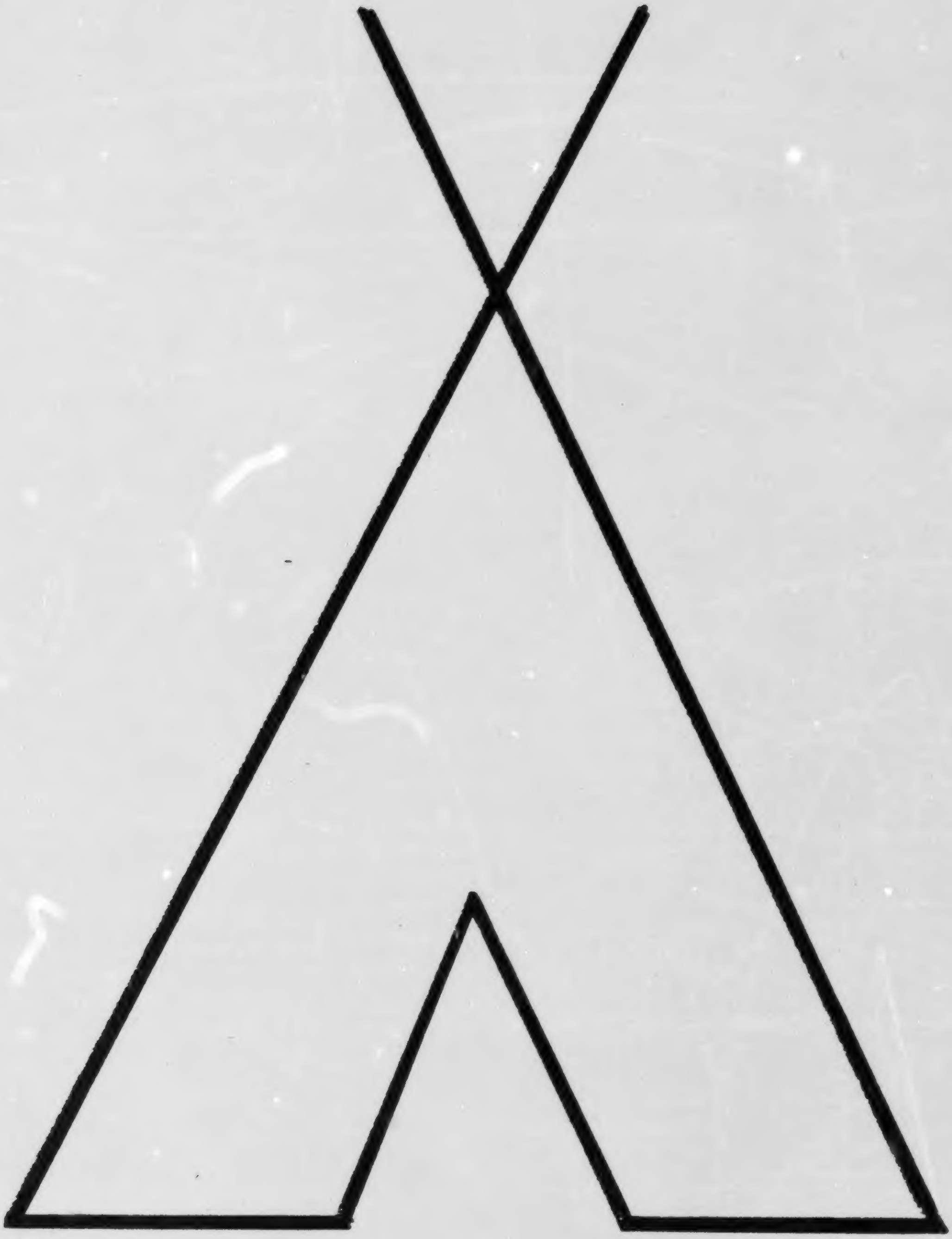
Draw three orange circles on the tepee.

Draw four yellow triangles on the tepee.

Color the rest of the tepee brown.

Draw yourself peeking out of the tepee door.

INDIAN TEPEE



TOMMY TURKEY

Characters: Tommy Turkey, Narrator, Blue Bird, Rabbit, Little Green Garter Snake, Red-headed Woodpecker, Little Yellow Chicken, Pussy Cat, Duck, Man and Woman

Narr: Tommy turkey was a beautiful gobbler. His wattles were bright red and his feathers were many colored. When he strutted, they swept along the ground and made a rustling sound like dry leaves at autumn time.

Tommy Turkey, one bright November morning, decided to strut down the road. It was nearing Thanksgiving time, but since no one had said a word to him about it, he was happy and unafraid. As he was strutting along he spied a blue bird. The blue bird saw him and sang:

BB: "Ha, ha, ha; he, he, he;
You're the funniest turkey
I ever did see."

TT: "Oh, dear, oh, dear; oh, me, oh, me;
Why am I the funniest turkey
You ever did see?"

BB: "Because you should be blue like me. That is the only bright color for anything to be. Everything in the world should be blue."

Narr: So Tommy Turkey went home and dyed himself blue. He continued on his walk and all at once he met a rabbit who laughed:

Rab: "Ha, ha, ha; he, he, he;
You're the funniest blue turkey
I ever did see."

TT: "Oh, dear, oh, dear; oh, me, oh, me;
Why am I the funniest blue turkey
You ever did see?"

Rab: "Because, you should be white like me. Why do you not go home and do something about it?"

Narr: So Tommy Turkey went home and dyed himself white like the rabbit. And just as he started out to walk again, he met a little green garter snake who laughed:

LGGS: "Ha, ha, ha; he, he, he;
You're the funniest white turkey
I ever did see."

TT: "I have dyed myself blue and I have dyed myself white.
Oh, dear, oh, dear; oh, me, oh, me;
Why am I the funniest white turkey
You ever did see?"

LGGS: "Well, green is such a nice cool color. The grass is green. In fact many important things are green. You should be green, too."

Narr: Tommy Turkey straightway went home and dyed himself green. Next he saw a red-headed woodpecker pecking on the oak tree. When the woodpecker saw Tommy Turkey, he stopped pecking. He opened his bill and laughed:

RHW: "Ha, ha, ha; he, he, he;
You're the funniest green turkey
I ever did see."

Narr: By this time Tommy Turkey was getting very much discouraged. He sighed:

TT: "Oh, dear, oh, dear; oh, me, oh, me;
Why am I the funniest green turkey
You ever did see?"

RHW: "Whoever heard of a green turkey? Have you noticed what a lovely red head I have? Red is such a brilliant color. Why do you not dye yourself red?"

Narr: So Tommy Turkey went home and dyed himself red like the woodpecker's head.

Soon he heard another laugh and looking around, he saw a little yellow chicken who peeped:

LYC: "Ha, ha, ha; he, he, he;
You're the funniest red turkey
I ever did see."

TT: "Oh, dear, oh, dear; oh, me, oh, me;
Why am I the funniest red turkey
You ever did see?"

LYC: "Whoever heard of a red turkey? Why are you not a cheerful yellow color like me?"

Narr: As you might guess, Tommy Turkey went home and dyed himself yellow. He thought that surely he had done the right thing this time, but as he was walking along, he met a pussy cat. The pussy cat sniffed:

PC: "Ha, ha, ha; he, he, he;
You're the funniest yellow turkey
I ever did see."

TT: "Oh, dear, oh, dear; oh, me, oh, me;
Why am I the funniest yellow turkey
You ever did see?"

PC: "I will tell you a secret. If you will dye yourself purple like a flower, everyone will like you."

Narr: Well, of course, Tommy Turkey did as the pussy cat told him and dyed himself purple like a flower.

D: "Quack, what is this?
"Ha, ha, ha; he, he, he;
You're the funniest purple turkey
I ever did see."

Narr: Tommy Turkey was feeling quite sad by now. He looked anxiously at the duck and asked:

TT: "Oh, dear, oh, dear; oh, me, oh, me;
Why am I the funniest purple turkey
You ever did see?"

D: "I do not like purple as a color. Orange is much more gorgeous. My bill is orange, and I think that is the best color in the whole wide world."

Narr: In a few minutes, Tommy Turkey was orange just like the duck's bill. As he started to resume his walk, there appeared a man and a woman. They stopped and stared at him for a long time and finally they laughed:

M & W: "Ha, ha, ha; he, he, he:
You're the funniest orange turkey
We ever did see."

TT: "Oh, dear, I have dyed myself blue, green, red, purple, yellow, white, and orange, and I have pleased no one. What am I to do?"

M & W: "Never mind, just come with us and we will fix everything. We will make you into a nice color that will fix everything. We will make you into a nice color that will please everybody . . . a nice Thanksgiving color."

Narr: So Tommy Turkey walked home with the man and the woman, and in a short time, there he was on a platter, a golden brown juicy turkey all ready for a Thanksgiving dinner.

Adapted from a story by:
Louise Binder Scott and J.J. Thompson. Talking Time. St. Louis: Webster Publishing Company, 1951, pp 98-102.

FIVE LITTLE PILGRIMS

Five little Pilgrims on Thanksgiving Day,

The first one said:
"I'll have cake if I may."

The second one said:
"I'll have turkey roasted."

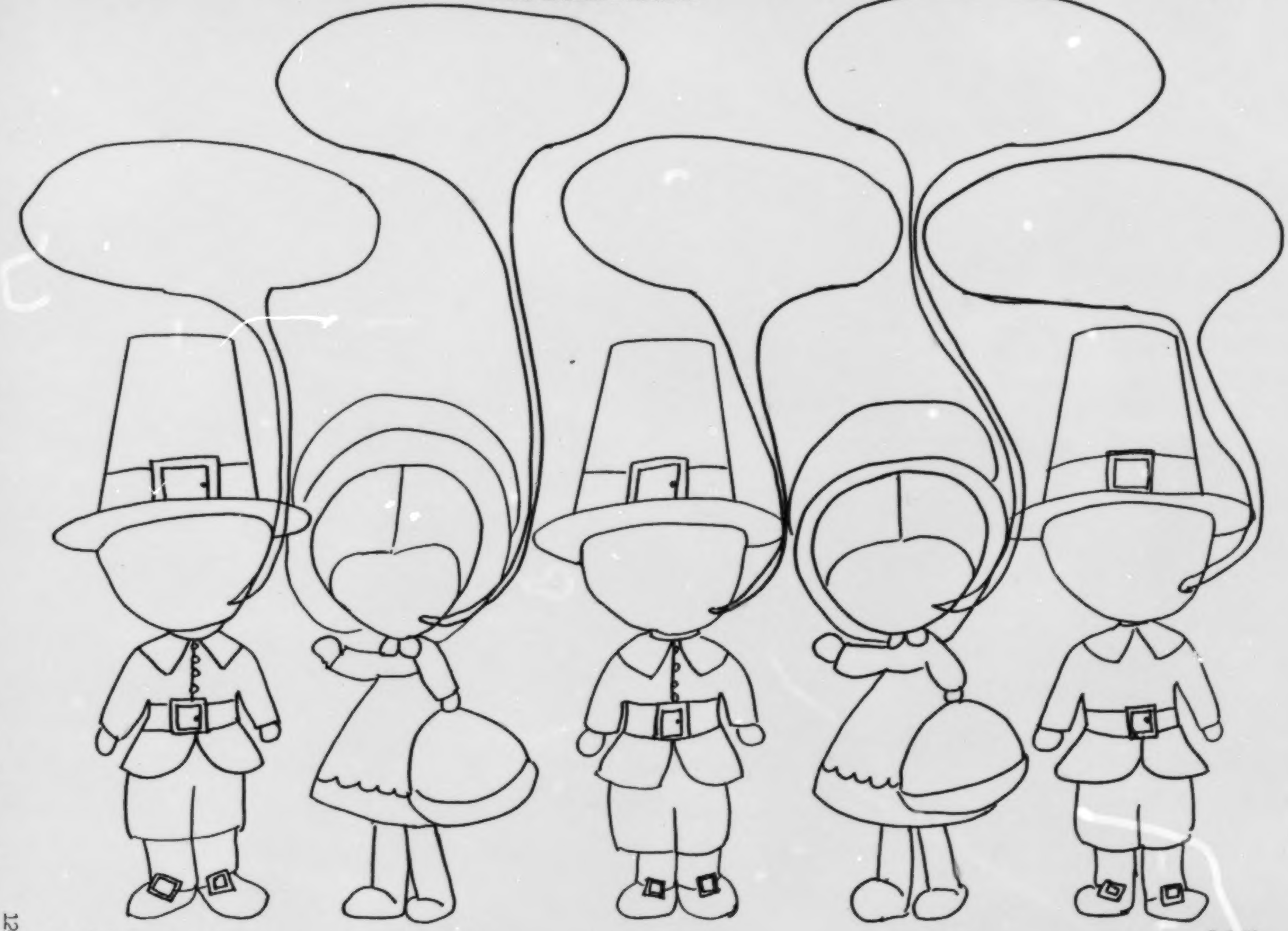
The third one said:
"I'll have chestnuts toasted."

The fourth one said:
"I'll have pumpkin pie."

The fifth one said:
"Oh, cranberries I spy."

But, before they ate any turkey or
dressing,
All the Pilgrims gave a Thanksgiving
blessing.

FIVE LITTLE PILGRIMS



"Oh, cranberries
I spy."

"I'll have
turkey
roasted."

"I'll have cake
if I may."

"I'll have
pumpkin pie."

"I'll have
chestnuts
toasted."

TURKEY TIME

Thanksgiving Day will soon be here;
It comes around but once a year.
If I could only have my way,
We'd have Thanksgiving every day!

WINTER ACTIVITIES

THE CHRISTMAS CHAIN

How many days until Christmas?

This little chain will tell.

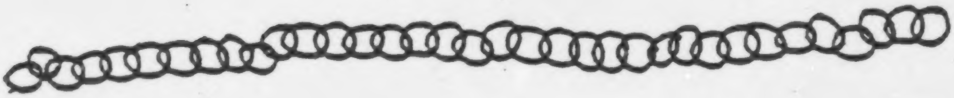
As each day comes take off a link.

How many days are left do you think?

Do this each day 'till the gold link you find

And then it will be joyous Christmas time!

MERRY CHRISTMAS TO ALL



Teacher: Students construct paper chains consisting of 25 paper links. Beginning with December first, the students tear off a link as each day passes.

SNOWMAN

Follow these directions to complete the snowman:

Draw a black hat on the snowman's head.

Draw two green eyes.

Draw an orange nose.

Draw a red happy smile on his face.

Draw four purple buttons down the middle of his body.

Draw a brown broom in his right hand.

Draw two red candy canes in his left hand.

Draw a red and green striped scarf around the snowman's neck.

Draw three blue stars in the sky.

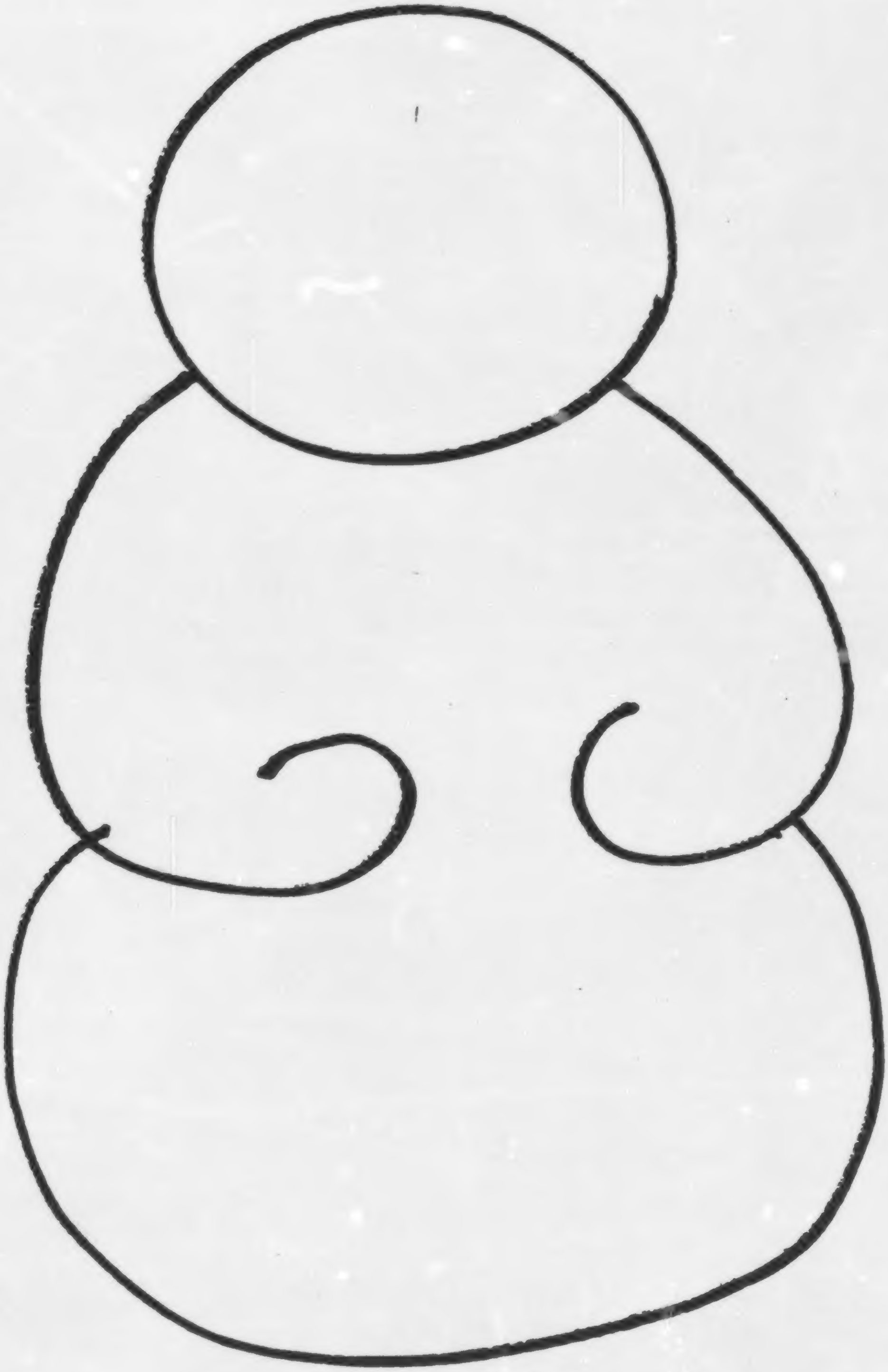
Draw a brown pipe with black smoke coming out of it.

Draw a green tree on each side of the snowman.

Draw two black boots under the snowman.

Write your name on the back of the paper.

Snowman



FIREPLACE FROLIC

Follow these directions to decorate the fireplace:

Draw four stockings hanging on the fireplace—color one white, one blue, one yellow, and one purple.

Draw two green candles, one on each end of the mantle.

Color the mantle brown.

Draw bricks on the fireplace and color them red.

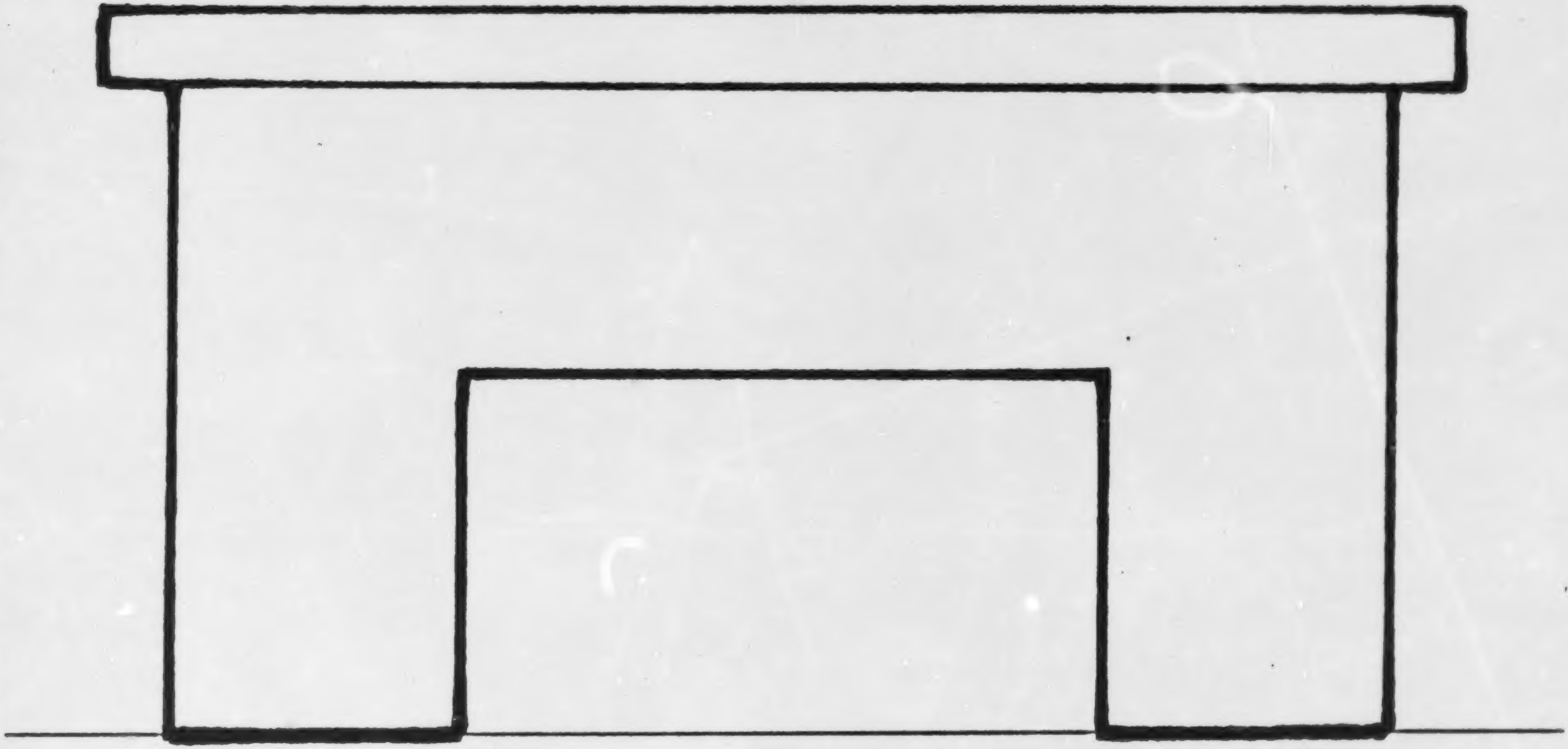
Draw a green wreath above the center of the fireplace.

Draw three black logs inside the fireplace.

Draw orange and yellow flames inside the fireplace.

Draw yourself sitting in front of the fireplace.

Fireplace Frolic



130-S

HANUKKAH LIGHTS

One light, two lights, three lights,
and four,
(Hold up four fingers, one at a time.)
Five lights, six lights, and three more;
(Hold up five more fingers.)
Twinkle, twinkle, nine pretty lights
(Move fingers.)
In a golden Menorah bright!
(Cup palms of hands.)

DREAMS

Five children dreamed of Christmas day,
(Hold up five fingers.)

As fast asleep five children lay.
The first one dreamed of Christmas trees
Trimmed in tinsel gay;
(Bend down thumb.

The second one dreamed of Santa Claus,
His reindeer and his sleigh;
(Bend down pointer finger.)

The third one dreamed of a fireplace
And stockings in a row;
(Bend down middle finger.)

The fourth one dreamed of the Christ Child
Born so long ago;
(Bend down ring finger.)

The fifth one dreamed of presents
Piled beneath a tree.
(Bend down little finger.)

You, too, can dream, if you will play
This dreaming game with me.
Let your eyelids gently close,
(Close eyes.)

Let your head drop down;
(Relax head.)

Let the dreams of Christmas come
As you drift to Sleepy Town.

SANTA CLAUS

Down the chimney dear Santa Claus crept,
(Make loose fist with left hand; insert right hand finger into it.)
Into the room where the children slept.
(Place three fingers of right hand on palm of left.)
He saw their stockings hung in a line
(Suspend three fingers of left hand.)
And he filled them with candies and goodies.
(Make motions as if filling stockings.)
Altho' he counted them: one, two, three,
(Indicate by counting fingers.)
The baby's stocking he could not see.
"Ho! Ho!" said Santa Claus, "That won't do."
So he popped her present right into her shoe.
(Cup left hand and put finger of right hand into it.)

CHRISTMAS COUNTING

How many little wooden soldier men?
Count them with me: five and five are ten.
How many presents wrapped with fancy twine?
Count them with me: five and four are nine.
How many hours do we have to wait?
Count them with me: four and four are eight.
How many ornaments bright as stars in heaven?
Count them with me: five and two are seven.
How many golliwogs doing fancy tricks?
Count them with me: three and three are six.
How many dollies looking so alive?
Count them with me: three and two are five.
How many mystery boxes to explore?
Count them with me: three and one are four.
How many bicycles can we see?
Count them with me: one, two and three.
How many rocket ships shiny and new?
Count them with me: one and one are two.
How many fire trucks that can really run?
Count them with me: only one.
How many angels on this Christmas tree?
One on top is all that I can see!

THE TOY SHOP

Here is a window in a Christmas Toy Shop;
(Make circle with arms.)

This is a round balloon that pops!
(Clap hands.)

This is a top that spins in a ring;
(Twirl forefinger.)

This is a little bird that can sing;
(Whistle.)

This is a soldier that can walk;
(Make two fingers walk.)

This is a Ma-ma doll that can talk;
(Ma-ma.)

This is a funny jumping-jack man;
(Swing arms out suddenly.)

This is a sleepy Raggedy Ann.
(Let arms hang limp; relax head.)

And now we will say good-by to the toys,
And tip-toe away without any noise!
(Move fingers in walking motion.)

THE TWELVE DAYS OF CHRISTMAS

On the first day of Christmas
my true love gave to me:

___a partridge in a pear tree,

___two turtle doves,

___three French hens,

___four colly birds,

___five golden rings,

___six geese a-laying,

___seven swans a-swimming,

___eight maids a-milking,

___nine ladies dancing,

___ten lords a-leaping,

___eleven pipers piping,

___twelve drummers drumming.

STOCKING STUFFING

Follow these directions to decorate the stocking:

Draw three big candy canes sticking out of the stocking.

Color the toe patch red.

Color the heel patch red.

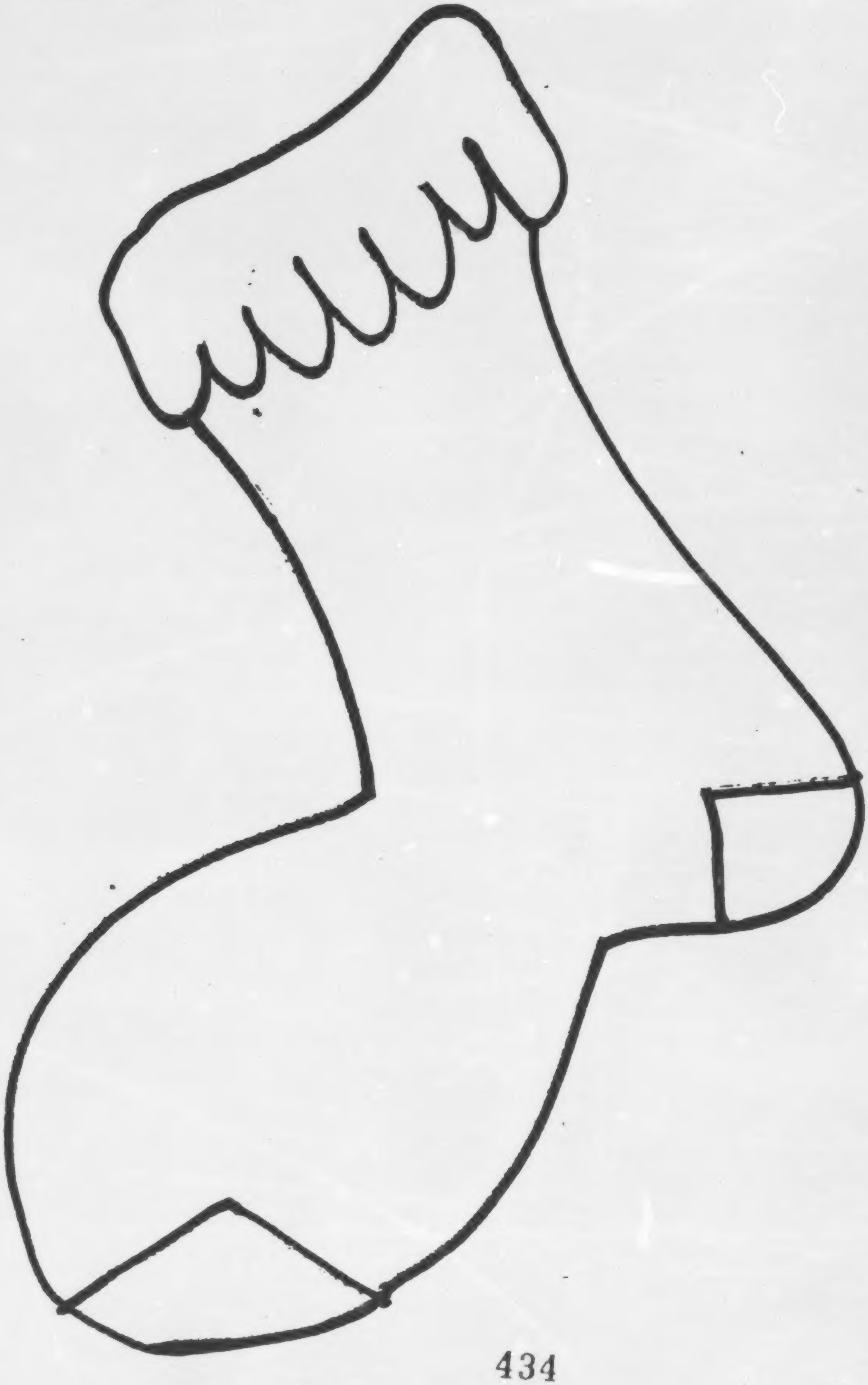
Draw a brown gingerbread cookie on the stocking.

Draw two yellow stars and two blue stars on the stocking.

Color the stocking green.

Write your name in purple letters on the fringe of the stocking.

Stocking Stuffing



HOLIDAY WELCOME

Follow these directions to decorate the door:

Draw a red bow at the bottom of the wreath.

Draw three balls on the wreath—one yellow, one orange, one blue.

Color the wreath green.

Color the doorknob yellow.

Draw a welcome mat in front of the door.

Write the word "welcome" on the mat.

Color the mat brown.

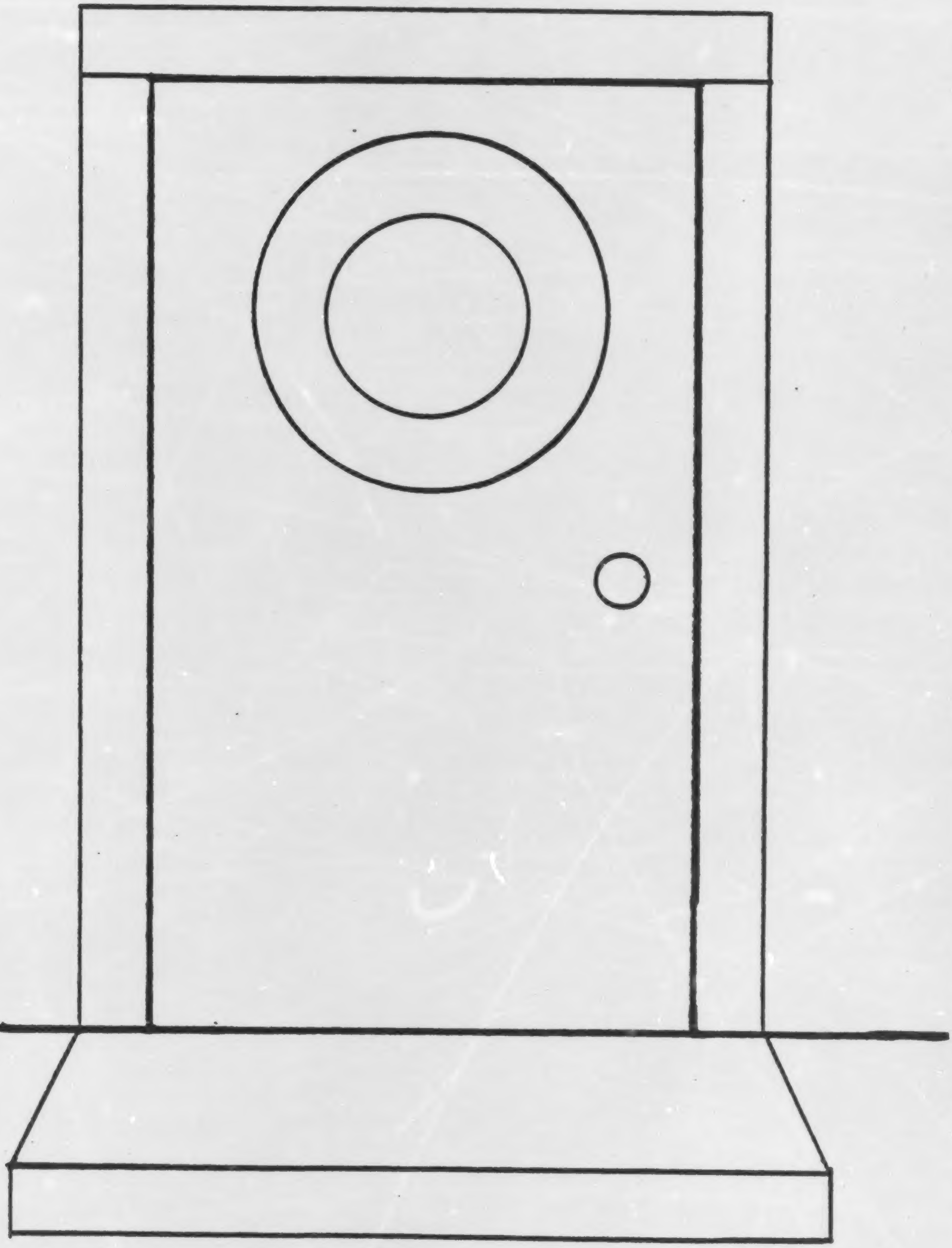
Write the words, "Merry Christmas" above the door.

Draw yourself looking through the middle of the wreath.

Color the door red.

Add anything else you'd like to the picture.

Holiday Welcome



HAVE A HEART

Follow the directions to decorate the heart.

1. Draw purple lace on the outside edge of the heart.

2. Draw three blue hearts inside the large heart.

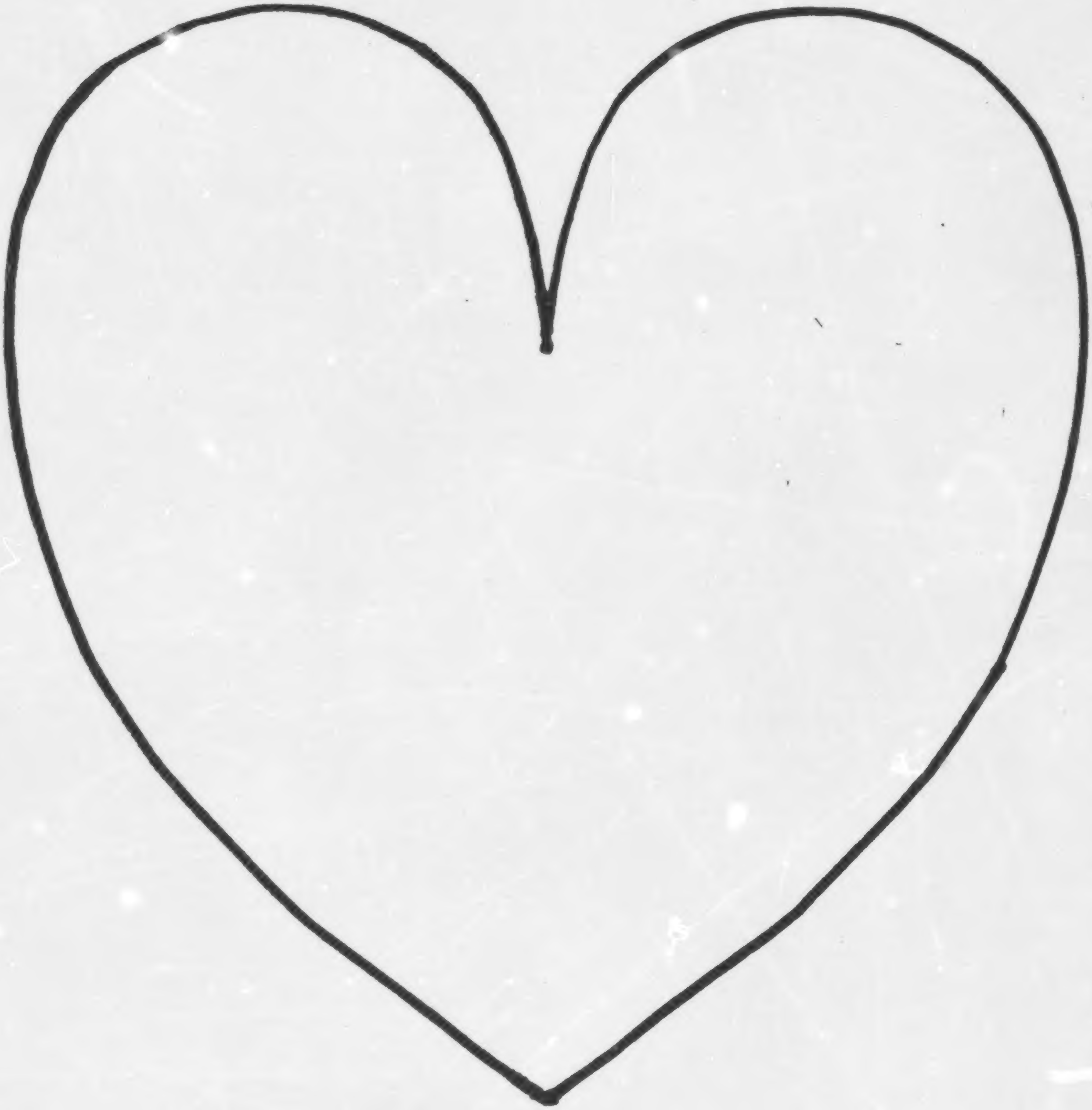
3. Draw a black arrow going through the heart. Have it point to the top-right hand corner of the paper.

4. Draw two red cupids sitting on top of the heart.

5. Draw five red diamonds inside the heart.

6. Write your name in the bottom-right hand corner of the paper.

HAVE A HEART



HOW MANY VALENTINES?

Valentines, valentines;
How many do you see?
Valentines, valentines;
Count them with me:
One for Father,
(Hold up thumb.)

One for Mother,
(Hold up pointer finger.)

One for Grandma, too;
(Hold up middle finger.)

One for Sister,
(Hold up ring finger.)

One for Brother,
(Hold up little finger.)

And here is one for YOU!
(Make heart shape with thumbs and pointer fingers.)

MAKE A VALENTINE

Snip, snip, snip the paper.
(Extend index and middle fingers horizontally, and move up and down.)

Paste, paste, paste the paper.
(Move index finger over palm of other hand.)

Press, press, press the paper.
(Press palm of one hand into other.)

Here's a valentine for you.

SPRINGTIME ACTIVITIES

UP, UP, AND AWAY!

Follow these directions to decorate the kite.

1. Draw an orange tail hanging from the kite. Have it stop at the right-hand corner of the page.

2. Draw a large yellow and black happy face in the center of the kite.

3. Draw a blue cloud in each corner at the top of the page.

4. Draw a black lightening bolt coming out of the cloud on the left.

5. Draw seven blue raindrops falling out of the cloud on the right.

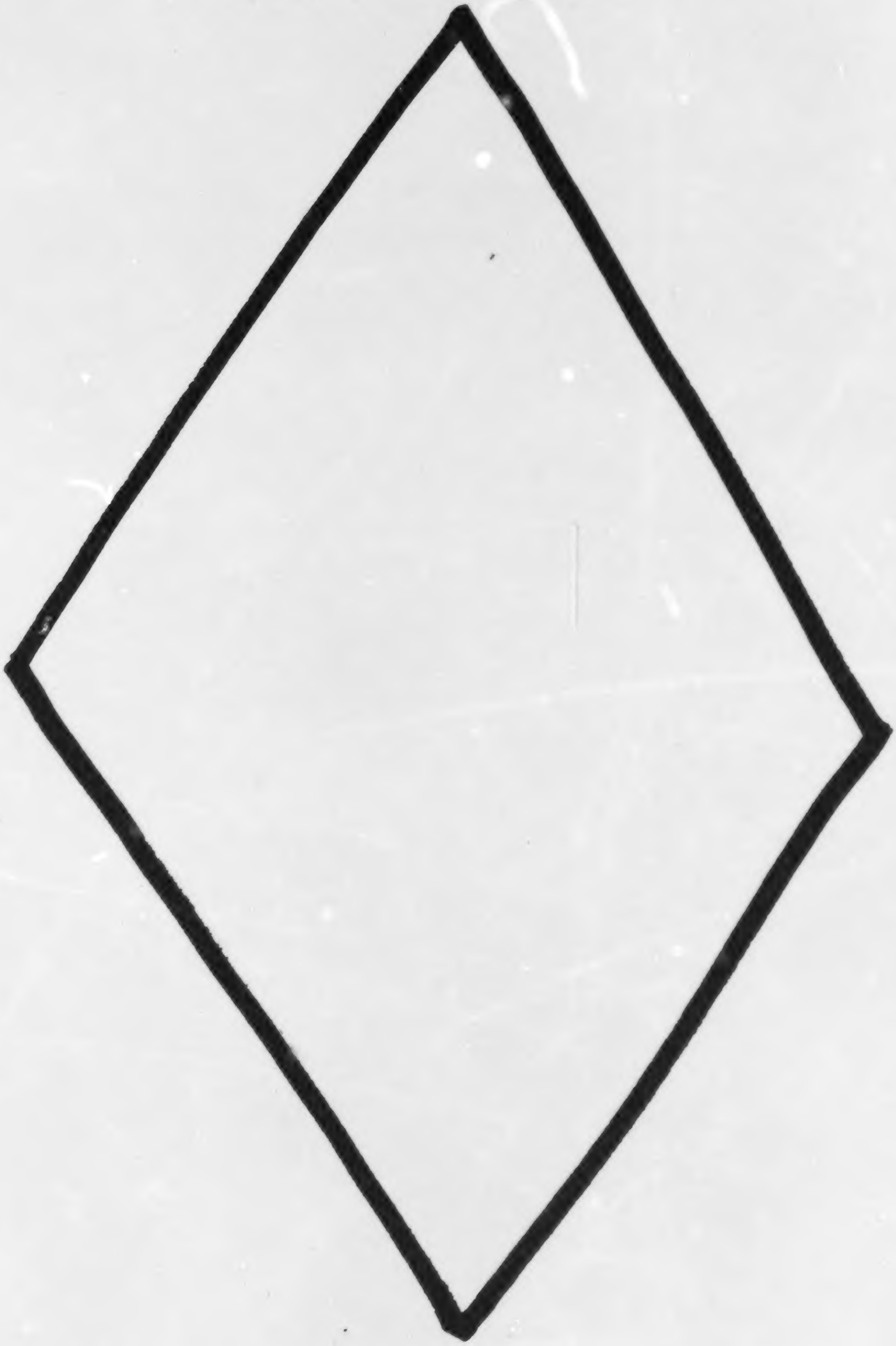
6. Draw yourself in the bottom left-hand corner of the page (any colors you want).

7. Draw a purple string from yourself to the center of the kite.

8. Draw green grass along the bottom of the page.

9. Write your name along the kite string.

UP, UP, AND AWAY

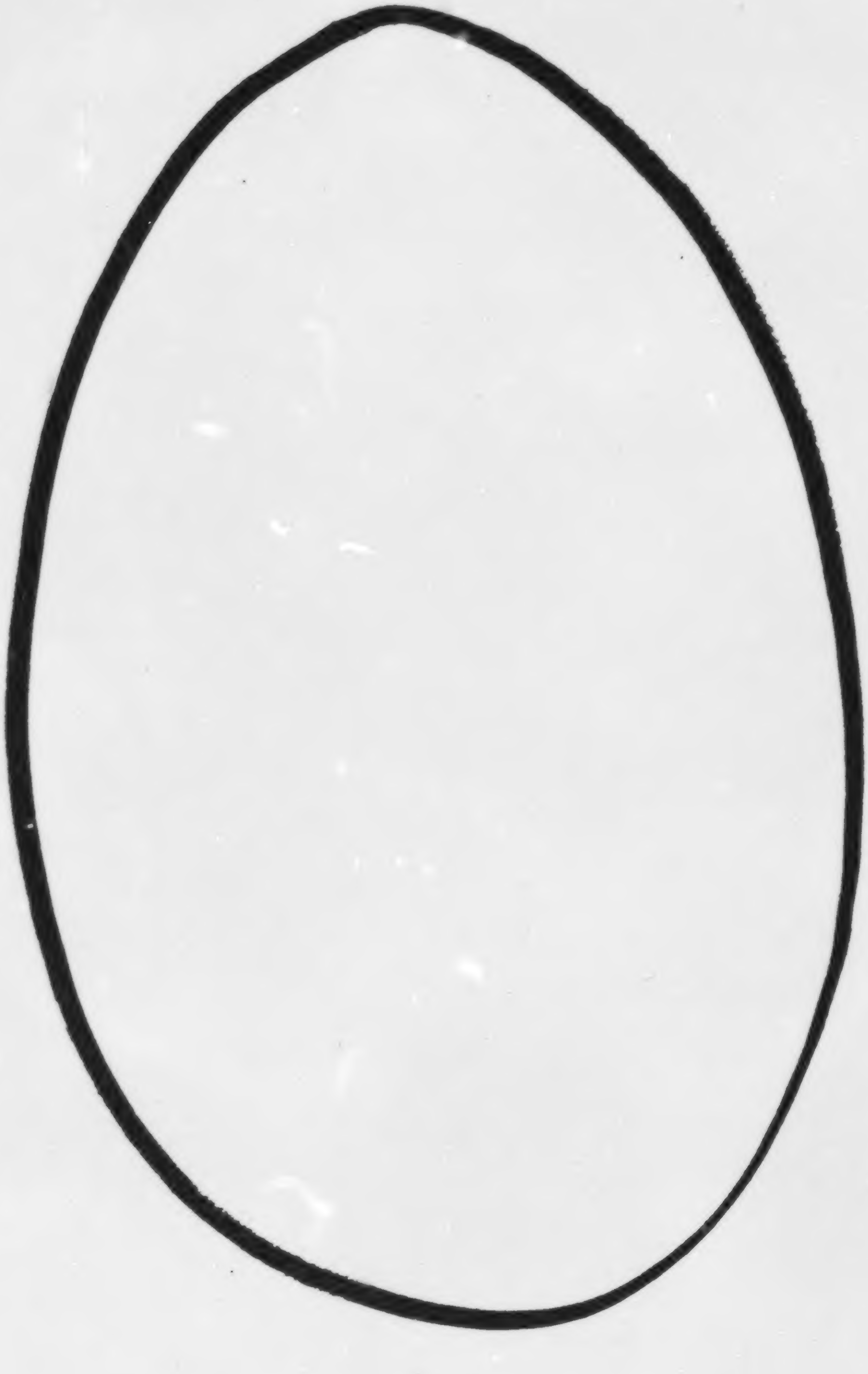


DESIGNER EGG

Follow the directions to decorate the egg.

1. Draw a big, brown basket holding the egg.
2. Draw a pink rabbit lying on top of the egg.
3. Draw green grass inside the basket.
4. Draw three orange squiggles across the egg.
5. Draw a round black circle inside the egg.
6. Draw a yellow chick looking out of the hole.
7. Draw four small eggs outside the basket. Make one red, one blue, one green, and one purple.
8. Write your name along the right side of the egg.
9. Color half of the egg blue and half of it green.

DESIGNER EGG



FIVE LITTLE EASTER EGGS

Five little Easter eggs lovely colors
wore;
(Hold up five fingers.)
Mother ate the blue one, then there
were four.
(Bend down one finger.)
Four little Easter eggs, two and two,
you see;
Daddy ate the red one, then there were
three.
(Bend down one finger.)
Three little Easter eggs; before I knew,
Sister ate the yellow one, then there
were two.
(Bend down one finger.)
Two little Easter eggs, oh, what fun!
Brother ate the purple one, then there
was one.
(Bend down one finger.)
One little Easter egg; see me run!
I ate the very last one, and then there
were none.
(Bend down last finger.)

TWELVE LITTLE RABBITS

Twelve little rabbits in a rabbit pen;
Two hopped away and then there were ten.
(Hold up ten fingers.)

Ten little rabbits with ears up straight;
Two hopped away and then there were eight.
(Bend down two fingers.)

Eight little rabbits doing funny tricks;
Two hopped away and then there were six.
(Bend down two fingers.)

Six little rabbits eating carrots from
the store;
Two hopped away and then there were four.
(Bend down two fingers.)

Four little rabbits looked for gardens
new;
Two hopped away and then there were two.
(Bend down two fingers.)

Two little rabbits found a new friend;
They hopped away, and that is the end.
(Bend down last two fingers.)

EASTER RABBITS

Five little Easter rabbits (Hold up five fingers.)
Sitting by the door;
One hopped away, and then there were four. (Bend down one finger.)

Refrain
Hop, hop, hop, hop; (Clap on each hop.)
See how they run!
Hop, hop, hop, hop! (Clap on each hop.)
They think it great fun!

Four little Easter rabbits (Hold up four fingers.)
Under a tree;
One hopped away, and then there were three. (Bend down one finger.)

Repeat refrain

Three little Easter rabbits (Hold up three fingers.)
Looking at you;
One hopped away, and then there were two. (Bend down one finger.)

Repeat refrain

Two little Easter rabbits (Hold up two fingers.)
Resting in the sun;
One hopped away, and then there was one. (Bend down one finger.)

Repeat refrain

One little Easter rabbit
Left all alone;
He hopped away, and then there were none. (Hand behind back.)

Refrain
Hop, hop, hop, hop! (Clap on each hop.)
All gone away!
Hop, hop, hop, hop! (Clap on each hop.)
They'll come back some day.

FIVE LITTLE RABBITS

Five little rabbits under a log;
(Hold up fingers of one hand.)
This one said, "Sh! I hear a dog!"
(Point to first finger.)
This one said, "I see a man!"
(Point to second finger.)
This one said, "Run while you can!"
(Point to third finger.)
This one said, "I'm not afraid!"
(Point to fourth finger.)
This one said, "Let's hide in the shade!"
(Point to thumb.)
A man and his dog went hurrying by,
And you should have seen those rabbits
fly!

HERE'S A BUNNY

Here's a bunny
(Hand forms horizontal fist.)
With ears so funny,
(Two fingers are held up.)
And here's his hole in the ground.
(Hand is on hip, arm rounded.)
When a noise he hears
(Hand in fist again.)
He perks up his ears.
(Hand forms fist with two fingers in air.)
He jumps in his hole in the ground.
(Whole hand goes through the arm rounded for the hole.)

SOUND

OBJECTIVES: Observe that sound travels in different directions (and at different rates) depending on the material through which it travels.
Experiment with transmission of sound

MATERIALS:
clock
plastic bag
large jar of water

ACTIVITY:

Lead students in the following visualization:

"Students, please close your eyes. Without words or movement, pretend you are entering a jungle. Listen carefully, for you are going to hear many different sounds traveling through the thick air. You hear very loud, angry, disturbing sounds first from hidden animals...then pleasant, happy, soft sounds...from birds...from streams of water...from a cool breeze blowing through the ferns. Listen to one more calming happy sound, and open your eyes."

"What sounds did you hear?"

"How did the sounds reach you?" (through the air)
"Can sound also travel through solids and liquids? How fast?"

"Listen to a ticking clock. Sound is traveling through ___(air)___."

"Place a clock on one end of chalk ledge and walk along the ledge until you no longer hear the clock tick. Place your ear to the chalk ledge and see if you can hear it ticking. Sound is traveling through ___(metal, wood, or a solid)___ ."

"Place clock in plastic bag inside jar of water. Do you hear the clock? Is it louder or quieter in the bag?"

"Sound travels at different rates through different materials (solids, liquids, gases)."

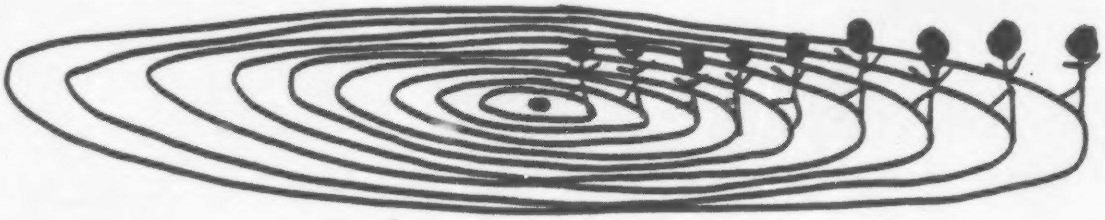
"Let's form three groups. You are going to be molecules arranged in solids, liquids, and gases (air."

> "Some of you will be the solid molecules. You will be shoulder to shoulder showing tightness and rigidity."
>
> "Some of you will be the liquid molecules. You will be three spaces apart."
>
> "Some of you will be the air group of molecules. You will be randomly scattered and far apart."
>
> "Send the message 'sound travels at different rates through different materils' to every student molecule and observe which group finishes first, second, last."
>
> "Sound travels fastest through ___(solids)___, next fastest through ___(liquids)___, and slowest through ___(gases or air)___ ."

PLANET PEOPLE

OBJECTIVE: Gain understanding of distance of planets from sun

MATERIALS: tape measure, yardstick, or trundle wheel
masking tape
rubber ball
chalk
20 foot length of string
felt pen



ACTIVITY:

◑ In this activity nine students become planets and rotate around the "sun" (a ball). This activity may be done in the classroom; however, doing it on a playground allows for greater freedom of movement.

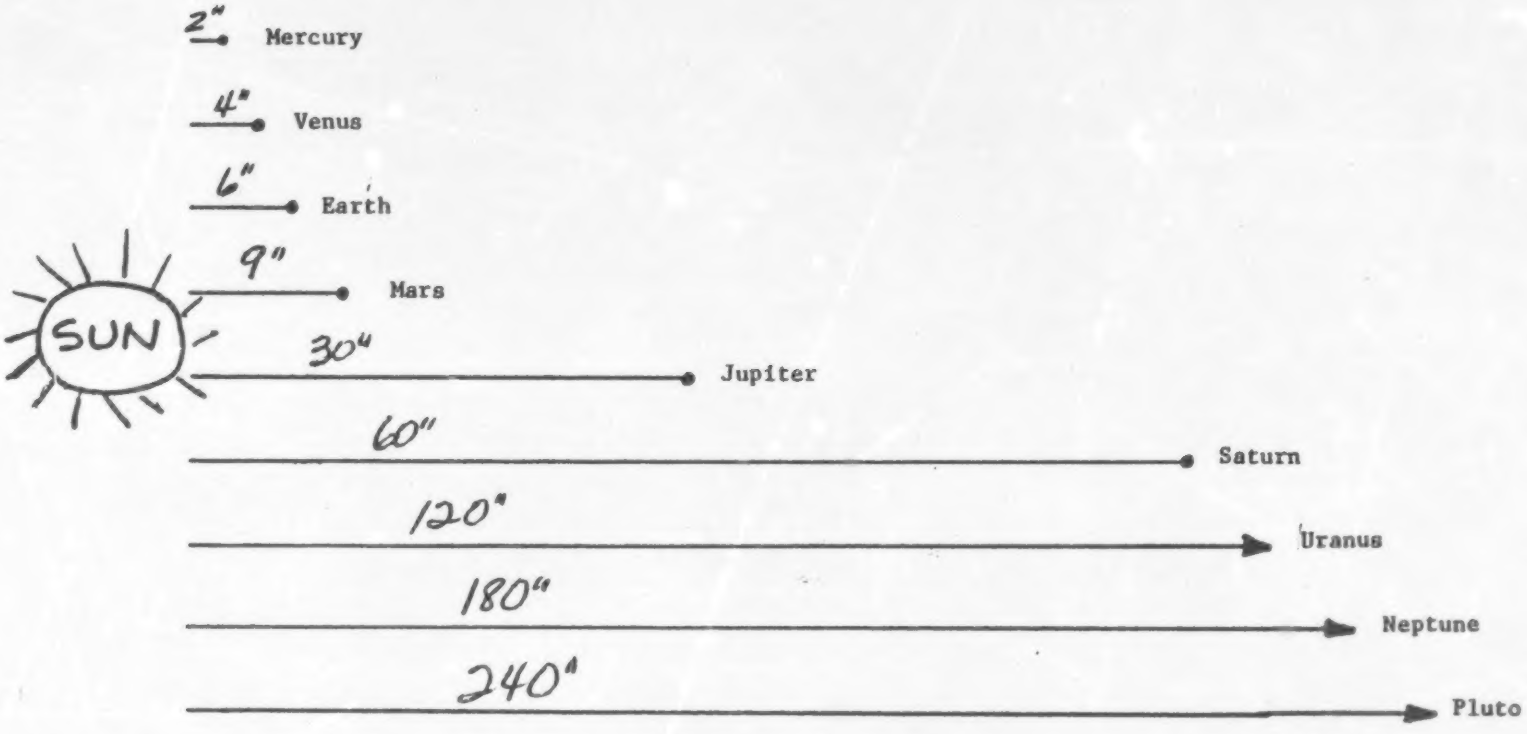
◑ On the playground, the planets' orbits may be represented by concentric circles drawn around a center point (the sun).

◐ Using the chart (next page) mark distances along the piece of string, rotate it around the center point and mark the circles with chalk.

◑ One student stands on each planet's orbit and walks around the "sun". "Planets" closest to the "sun" must be careful since their "orbits" are "very close" to each other.

● Students identify each of the planet's names when the teacher points to them.

Approximate Distances from the Sun(inches)
(scaled in inches)


2"
Mercury
4"
Venus
6"
Earth
9"
Mars
SUN
30"
Jupiter
60"
Saturn
120"
Uranus
180"
Neptune
240"
Pluto

SILKWORM

OBJECTIVE: Learn the four stages of silkworm development

MATERIALS:
- rope
- paper plates
- music
- picture kit

ACTIVITY:

Have students seated in a circle.

Pass box of silkworms around having students talk about what they see and hear.

Play background music appropriate to activity (soft, oriental).

"Close your eyes, listen to the story, and pretend you are a little silkworm." Read the story.

The Little Silkworm

Little Silkworm and her mother were eating mulberry leaves. Little Silky ate and ate until she was so full that she lost her appetite. She did not know she was going to spin a cocoon.

She said, "Oh! there's something funny about this." All at once a thread started coming out of her mouth before she had time to say another word. "What is happening to me?" she wondered.

She could not do anything about it, so she kept on spinning and spinning and her head moved around and round. She moved her head so gracefully it was fun to watch her. She moved from one side to the other spinning her cocoon from one leaf to another, until she had spun herself inside of a little white bedroom.

One day some time later she started nibbling at her cocoon. She came out of it. My! what a surprise. She had turned into a moth with shiny silvery wings.

"What did you do? Munch? Fold up? Thread? What did your cocoon look like? What are you now?"

"As the story is read again, act out what you did in your world of pretend."

Read the story and act out parts of story.

CLASSIFYING ANIMALS

OBJECTIVES: Identify characteristics of animals
Describe and compare likenesses and differences of animals

MATERIALS: 2 sheets of animal pictures (included)

ACTIVITY:

◐Students sequence cards on desk according to size of animal (from small to large).

●Teacher asks students to hold up one picture of an animal that:

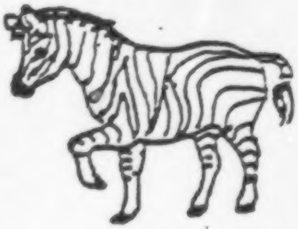
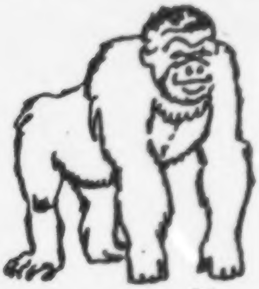
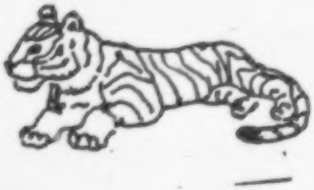
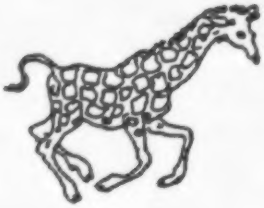
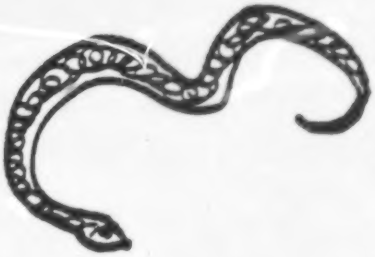
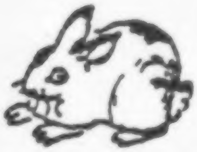
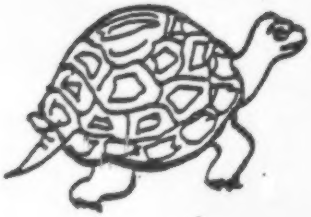
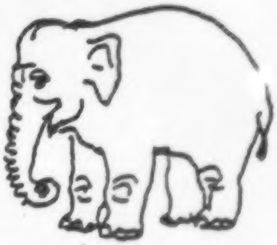
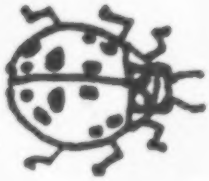
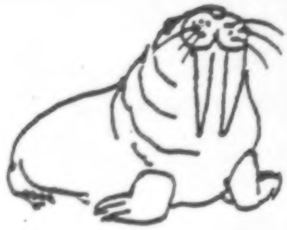
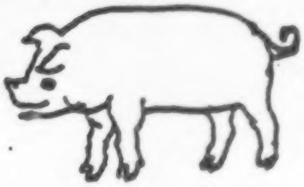
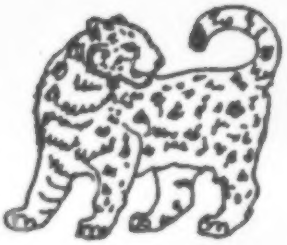
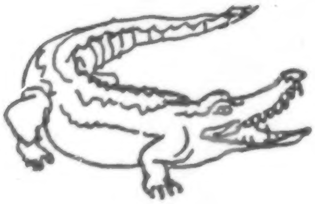
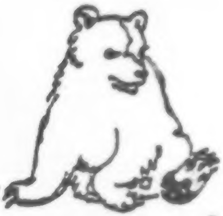
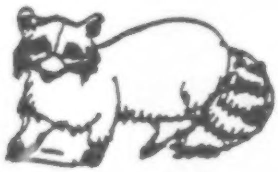
1. crawls using a "foot"
2. swims
3. flies
4. eats plants (herbivorous)
5. eats animals (carnivorous)
6. eats plants and animals (omnivorous)
7. lays eggs
8. bears living young
9. cold blooded
10. warm blooded

◑Students take turns pantomiming animals, acting out one characteristic that identifies the animal.

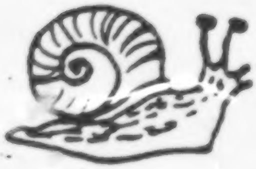
Follow-up:

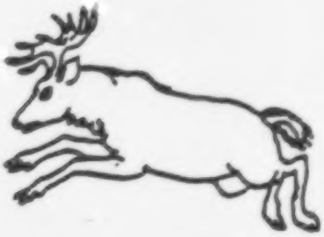
●Arrange pictures in four rows of five cards each, as a Bingo game would be set up. Teacher calls out characteristic and column and students place markers on animals. Proceed as Bingo.

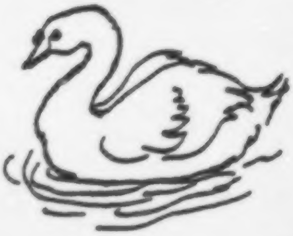
CLASSIFYING ANIMALS

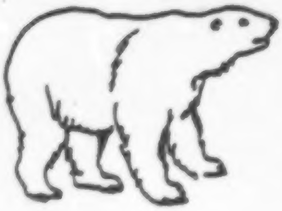
















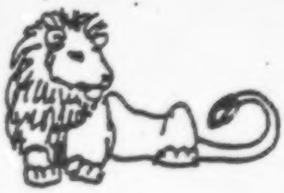
CLASSIFYING ANIMALS

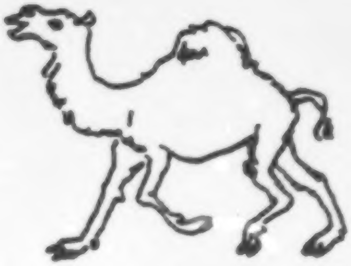


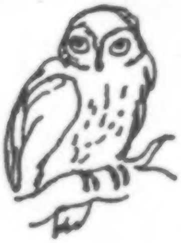


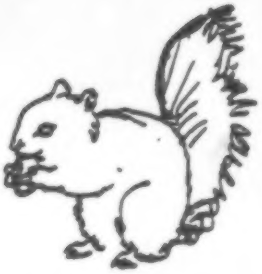


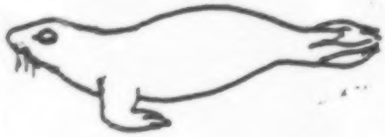


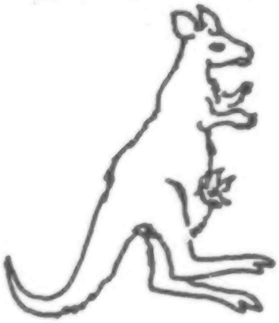


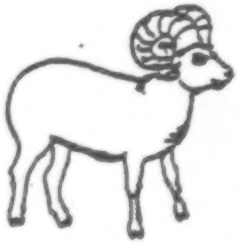


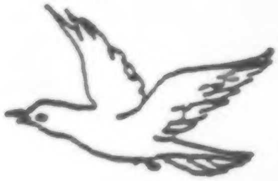


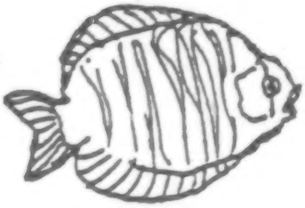


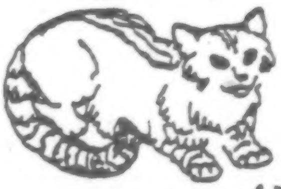


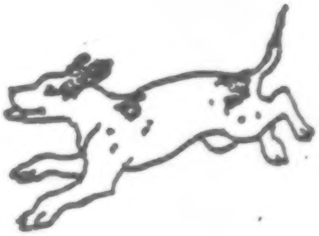












LET'S BE AN ATOM

OBJECTIVE: Learn the physical makeup of an atom and how it relates to our everyday experiences

MATERIALS:
pile rug
balloons

ACTIVITY:

◑Have student with rubber sole shoes walk across a deep pile rug on a cold, dry day and then touch a piece of metal.

◑Have students mime procedure if spark is not formed and shock not felt.

-or-

◑Blow up a rubber balloon (stretch it in all directions first and it will be easier to inflate) and tie with string. Rub the balloon briskly with a piece of nylon.

◑(Darken room) Bring your finger close to the balloon. What happens? (Sparks will jump from the balloon to the finger.)

Let's talk about why this happens.

"Everything around you is made up of extremely tiny atoms--the chair you are sitting on, air you breathe, grass, rocks, and trees outdoors. An atom is so small, you can't see it even with most microscopes.

◑Let's pretend we are atoms. Close your eyes and think of your head as the center of the atom. There is space and weightlessness all around you. You feel like you are in outer space and it is dark. Imagine one bright, shiny plus on your head. This is a proton and is always found in the center or nucleus of the atom. It has a positive (+) charge. Stretch your arm out and hold up one finger. Your finger is a shiny negative charged electron. Slowly rotate your body so that you see the electron moving in orbit. You are a hydrogen atom and the lightest of atoms. You must have the same number of electrons as protons.

Let's open our eyes and think of the helium atom. It has two protons and two electrons. Show me how you could be a helium atom. Show me how you could make two different orbits. Let's all rotate as helium atoms.

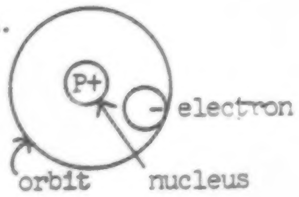
One thing is missing! Two neutrons are also in the necleus. Pretend the neutrons are marbles and balance them on your head as you rotate again."

Have students portray other light atoms. They should understand that the number of electrons equals the number of protons orbiting around nucleus.

"What makes the static sparks?" (Atoms bumping together)

Follow-Up:

Draw atoms labeling proton, electron and neutron.



TWO HEADS ARE BETTER THAN ONE

OBJECTIVE: Understand the way the two halves of the brain function

MATERIALS: Picture of house (included)
paper
pencils

PREPARATION:

Duplicate enough pictures so that there is one for every two students.

ACTIVITY:

We're going to talk about one of the most important parts of our body. What might that be? We're going to talk about the brain. What exactly does the brain do? (allow for several ideas)

The brain controls everything our body does, even things we do not often think about, like breathing, digesting food, or body temperature. Ideas, thoughts, words, and dreams come from our brain. Our brain is also involved in our feelings and emotions.

The brain is divided into two halves and each half has a special job. The left half controls everything on the right side of your body. It also is the side that helps you talk, understand words, understand time, and helps you explore things in detail. The right side of your brain controls everything on the left side of your body. It is the side that helps you draw, understand pictures and sounds, understand the space around you, and come up with clever ideas.

Let's do an activity to show how the two halves of the brain work together.

Students find or are assigned a partner. Each pair of students is given one picture, one sheet of paper, and one pencil.

For each pair, one partner will be the left half of the brain. That person cannot draw, but can talk and give directions on how to make the picture. The other person will be the right half of the brain. That person cannot talk, but can do all the drawing. Let's see which pair can do the best job of copying and decorating this picture.

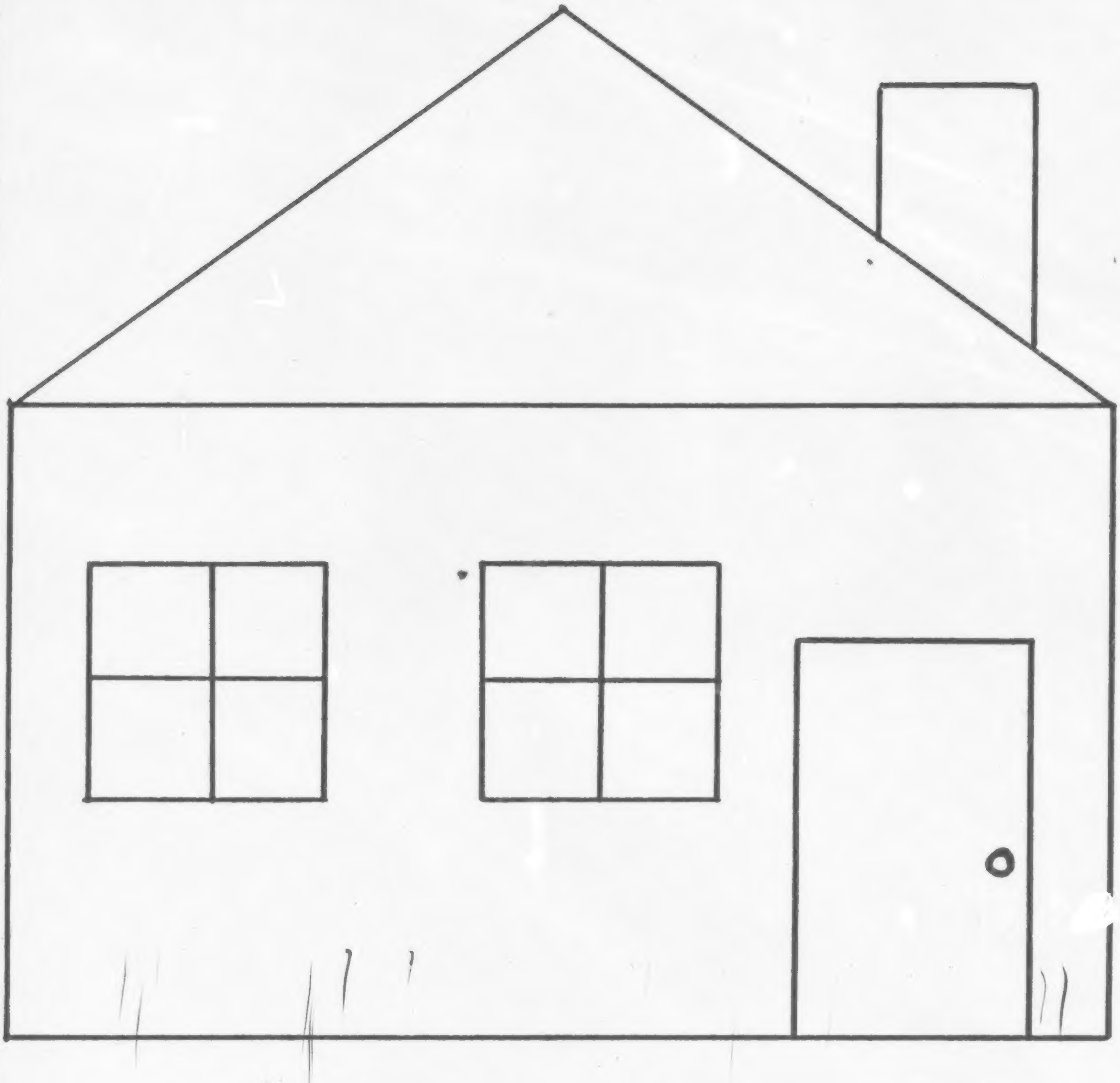
Allow enough time (usually 5-10 minutes) for most students to complete drawing.

Discuss how the cooperative drawing worked.

Did the left half become bossy?
Did the right half pay attention to the left half?
Did they cooperate?
Did the left half become frustrated not being able to draw?
Did the right half become frustrated not being able to speak?
How did you communicate with each other?

This is something like the way the two halves of our brain work.

What did you learn about the brain?



TWO HEADS ARE BETTER THAN ONE